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The Stakes of Nomination and Re-nomination:

A Socio-Statistical Analysis of Educational Institution Nomenclature in Algeria

رهانات التسمية وإعادة التسمية:

دراسة سوسيولوجية - إحصائية لأسماء المؤسسات التعليمية في الجزائر

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Abstract:

Educational institutions in Algeria share the core mission of imparting education and fostering learning. While they may exhibit uniformity in architectural design, pedagogical methodologies, and curricula, their distinctive identity lies in their nomenclature (the institution's designation). This article investigates the characteristics of naming educational institutions in Algeria through a descriptive socio-statistical analysis, focusing on the selection criteria for these denominations, which are grounded in scientific, artistic, and cultural content and resonate with the institution's intrinsic nature.

This study classifies the names of educational institutions across the three educational levels (primary, middle, and secondary) within the Wilayas of Blida and Algiers. It aims to elucidate the semantics of the names, variations in naming conventions, homonymy, the phenomenon of anonymous institutions, numbered institutions, and other onomastic anomalies. This classification draws on visual and documentary evidence reflecting the reality of naming practices in Algeria.

The investigation prompts questions regarding the criteria for nomenclature, the motivations and rationales behind name selection, and the guiding principles for these choices. Furthermore, it examines the impact of these names on students, considering nomenclature as a pedagogical tool. Through socio-statistical and sociological analysis, this study seeks to identify and highlight significant discrepancies in the naming process, such as the repetition of names, inconsistency or arbitrariness in name choice, and the emphasis on certain anthroponyms over others.

Keywords: Socio-statistical study, sociocultural system, onomastic system, educational institutions.

الملخص:

تلتقي المؤسسات التعليمية في الجزائر في وظيفة واحدة، هي مهمة التربية والتعليم، وقد تشابه في شكلها الهندسي، وفي وسائلها البيداغوجية وبرامجها التدريسية، لكن الذي يُميّز مؤسسة تعليمية عن أخرى، هو الاسم (أي عنوان المؤسسة). يندرج هذا المقال ضمن البحث في خصائص تسمية المؤسسات التعليمية في الجزائر في دراسة وصفية للإحصائيات، وحول كيفية انتقاء أسماء المؤسسات التعليمية، انطلاقاً من المضمون العلمي والفني والثقافي وانسجاماً مع طبيعة المؤسسة التي يُطلق عليها هذا الاسم.

يمكن تصنيف قائمة أسماء المؤسسات التعليمية في أطوارها الثلاث (الابتدائي، المتوسط، والثانوي) لولاية البليدة والجزائر العاصمة، وهي عينة مختارة ومأخوذة من قاعدة البيانات، لمعرفة دلالة الأسماء واختلافات التسمية، التباين في طريقة التسمية، تشابه وتقارب الأسماء، مؤسسات بدون اسم، ومؤسسات مُرقّمة، وغيرها... وهذا بالإشارة إلى صور وأعمال تعكس واقع التسمية بالجزائر.

تقودنا هذه الوضعية حول عملية التسمية، إلى التساؤل حول المعايير المعتمدة للتسمية، الأسباب والدوافع في اختيار الاسم، وعلى أي أساس يتم اختيار الاسم، ومعرفة تأثير هذه الأسماء على التلاميذ والطلاب المتمدرسين باعتبار التسمية وسيلة بيداغوجية، وإنه من خلال التحليل الإحصائي والسوسيولوجي للظاهرة، تمّ تحديد أهم الاختلالات في اختيار الأسماء (تكرار الأسماء وعدم التناسق أو الاعتبارية في اختيار الاسم، التركيز على أسماء أشخاص دون أخرى، وغيرها...).

الكلمات المفتاحية: دراسة سوسيو- إحصائية، النسق الاجتماعي، نظام التسمية، المؤسسات التعليمية.

1. INTRODUCTION

Names embody sociocultural paradigms and signify identity affiliation. They reflect the customs and traditions of the society from which they arise, representing a vital subject of scholarly inquiry due to their societal impact. Algeria, like many nations, strives to develop its onomastic system, recognizing the civilizational necessity of nomenclature and its influence on individual lives. It is one of the scientific and practical tools adopted by advanced cities globally.

The discourse on naming encompasses multiple systems, rendering it an intriguing phenomenon for interdisciplinary research, focusing on the etymology and semantic interpretation of names through scientific methodologies and theoretical frameworks. Substantial scholarly advancements have been made within onomastic research, revealing the richness of this field and its cultural and civilizational reservoir embedded within the linguistic structures of proper names. Onomastic research encompasses several specialized branches, including anthroponymy (personal names), toponymy (place names), hodonymy (street names), chrematonymy (names of institutions and organizations), zoonymy (animal names), phytonymy (plant names), theonymy (sacred names), ethnonymy (tribal and ethnic names), ergonymy (commercial names), and virtualonymy (digital names).

Toponymy, the study of place names, has garnered considerable interest among scholars, such as historians, philosophers, and geographers like (ROSTAING, CHARLES; 1948), who defines it as a science investigating the meaning and origin of

place names and their transformations. Albert Dauzat perceives toponymy as a linguistic system that examines and describes the terms used to designate natural features in relation to human existence (BRAHIM ATOUI 2005). Place names divulge the history of a location and its connection with its inhabitants (Foudil Cheriguen 1994). Similarly, anthroponymy, the study of personal names, scrutinizes human names individually or collectively.

Numerous previous studies and daily observations indicate that names in Algeria exhibit considerable diversity, forming part of various onomastic systems, including the names of educational institutions. This phenomenon has ignited significant debate, particularly regarding the absence of meaningful names in many primary, middle, and secondary schools. Some institutions are named after neighborhoods, assigned numbers, or bear nondescript names, despite Algeria's rich cultural, intellectual, and revolutionary history.

This research is part of new institutional projects under the Research Unit for Naming Systems in Algeria (RASYD)¹. This article focuses on the onomastic study of educational institution names in Algeria, closely linked to Algeria's

¹ The project, titled "Naming of Educational Institutions in Algeria: A Socio-Onomastic Study," commenced in 2019 with a team of researchers. It is one of the institutional projects adopted by the Research Unit for Naming Systems in Algeria (RASYD) under the Centre de recherche en anthropologie sociale et culturelle (CRASC). The researchers focused on studying and analyzing aspects related to the statistical, legal, and sociological characteristics of the naming of educational institutions in Algeria across the three educational stages.

multicultural society. A related study titled "Naming Secondary Education Institutions in Yaoundé: The Active Presence of French Culture" by (Barnabé Mbala Ze 2012) used descriptive data analysis to verify the hypothesis that naming educational institutions is not an arbitrary choice but driven by toponymic motivations. According to this study, a name serves as a symbol and enigma, requiring decryption through interdisciplinary lenses such as sociology, history, psychoanalysis, linguistics, semiotics, and more. It highlights that French culture remains prominent through secondary school names in Cameroon, reflecting the legacy of cultural convergence during colonialism. Despite the prominence of French culture, other cultures and internal traditions also emerge, evidenced by the names of Yaoundé's colleges and institutes.

Another exploratory study by (Séverine Colinet 2015), examined heritage-related names of schools in the Paris region named after notable health figures, titled "Medical Names of Parisian Educational Institutions: A Heritage Issue?" The quantitative data aimed to demonstrate how health-related names are represented in schools, from kindergartens to secondary schools, indicating that although health is significant in society, it is marginally represented in schools. This supports knowledge valued by the institution, non-experimental sciences, and foundational republican values like liberty and anti-discrimination.

Theoretical literature and previous studies underscore that nomenclature, as a social product, reflects the social dimensions driving community life. Each civilization's onomastic patterns highlight its unique values, cultural practices, and traditions (Kharboush 1991) This underscores the

naming of educational institutions as part of a classification system that integrates and promotes institutions within society's symbolic framework, linking them to spiritual and social heritage. Thus, names mirror the temporal and spatial context, social and cultural composition, and intellectual perspective, revealing the dimensions of culture and civilization and imprinting them with distinct characteristics.

2. Data Analysis Process:

The nomenclature of educational institutions in Algeria, spanning the primary, middle, and secondary stages, underscores the profound influence of successive historical periods and their diverse cultures, particularly the French colonial era. This period necessitated a post-colonial renomination process aimed at "decolonizing the toponymic space," reflecting the aspirations of the emergent Algerian society (Brahim Atou 2005, 39), As (cheriguen 1994, 19), observes, "a single location may bear multiple names resulting from colonization, decolonization, and re-

colonization." In response, a governmental decree by the Ministry of Mujahideen mandated naming educational institutions after martyrs of the National Liberation War and significant historical events. This legal directive prompts numerous questions regarding the criteria used for naming.

This article employs a statistical analysis of data sourced from the comprehensive census (Official Bulletin of National Education, 2012, p. 06) of educational institutions in Algeria for the 2020/2021 academic year. This census is a pivotal operation within the national education sector, following the completion of school entry procedures. Using SPSS, we analyzed a sample of educational institution names, specifically those in Algiers and Blida, to elucidate the key components of the onomastic system governing educational institutions in Algeria. The total number of educational institutions in these two Wilayas amounts to 2120, distributed across the three educational stages: primary, middle, and secondary, as detailed in the following table:

Table 01: Total Number of Educational Institutions in the Sample

Educational Stage	Number of Educational Institutions
Primary Schools	1450
Middle Schools	454
Secondary Schools	216
Total	2120

Source: Statistical Analysis Data from the Database

In the Wilayas of Algiers and Blida, educational institutions are systematically organized across three primary educational stages: primary, middle, and secondary. Notably, Algiers is subdivided into three distinct educational directorates—Algiers East, Algiers West, and Algiers Central—each overseeing its respective cohort of institutions.

Table 2: Distribution of Educational Institutions by Stage in Algiers and Blida

Wilaya	Educational Stage	Number of Institutions	Percentage of Total
Algiers	Primary Schools	1060	69.60%
	Middle Schools	303	19.90%

	Secondary Schools	160	10.50%
Total		1523	100%
Blida	Primary Schools	390	65.30%
	Middle Schools	151	25.30%
	Secondary Schools	56	9.40%
Total		597	100%

Source: Statistical analysis data from the research database

The focus of the initial phase of this study was to provide a detailed and comprehensive statistical account of the nomination of educational institutions in these Wilayas. The goal was to assess the prevalence of specifically named institutions—bearing titles of historical, cultural, or memorial significance—against those identified by numerical or nondescript terms. Such a comparative analysis sheds light on the onomastic choices that define the educational landscape.

Table 3: Institutional Nomenclature - Specific Titles vs. General or Numerical Names

Educational Stage	Institutions with Specific Titles	Percentage	Institutions with General Names or Numbers	Percentage
Primary Schools	1334	69.58%	86	82.26%
Middle Schools	411	21.43%	2	1.92%
Secondary Schools	172	8.97%	16	15.38%
Total	1917	100%	104	100%

Source: Statistical analysis data from the research database

This table reveals that out of a total of 2120 schools, 104 institutions bear numerical designations or generic names rather than distinct anthroponyms or patronyms. The distribution across educational levels is as follows: primary schools constitute 82.26% with 86 institutions, middle schools 1.92% with 2 institutions, and secondary schools 15.38% with 16 institutions. This notable proportion calls for a deeper inquiry into the rationale behind these nomination practices and the nature of what appear to be provisional names (e.g., "New School," "School Complex").

This investigation is particularly pertinent given the regulatory framework which mandates the naming of public buildings prior to their completion, as articulated in Presidential Decree 01-14, specifically in Article 5, which stipulates that names should be assigned to projects for public institutions and places immediately upon laying the foundation stone².

The preponderance of unnamed institutions among primary schools likely reflects their greater numerical prevalence compared to middle and secondary schools. The secondary schools follow, with 16 institutions bearing numbers or generic names, and middle schools trail with only two among the 104 institutions lacking specific nomination.

A detailed breakdown of these institutions shows that various categories of names are in use: 28 institutions bear the label Aljadida "New"; 72 are named after housing numbers, such as "500 Housing" or "1200 Housing"; seven carry city names with subsequent numbering like "Sidi Abdallah 01." Furthermore, 10 institutions are designated as "School Complex" with the addition of a neighborhood identifier, which sometimes may itself lack a specific name, as in "LSP02 School Complex." Singular naming conventions also include directional names like "Northern," and functional identifiers such as "Central."

Other examples of school names include "Chalets School," "2000 Housing School," "Al-Jorf Neighborhood School," and "New Neighborhood School." Some educational institutions bear names unrelated to the education sector, such as a school named "Base Seven." The list is extensive, and the absence of standardized or meaningful names can create a significant gap in the identity of these institutions, potentially leading to confusion among stakeholders and diluting the institutions' identities. Moreover, the generic or numerical names strip these buildings of any potential historical, human, or artistic value, relegating them to mere structural entities within the urban landscape.

The absence of names in many primary schools, middle schools, and secondary schools reduces these institutions to nameless, impersonal structures devoid of historical, human, or artistic value, turning them into mere concrete buildings added to the urban landscape. All of these, while a rich national heritage ripe for commemorative historical, artistic and intellectual naming is abundant.

Table 4: Gender and Patronymic Distribution of Names for Educational Institutions

Gender	Number of Names	Percentage
Male	1626	88.37%
Female	101	5.48%
Family Surname	113	6.14%
Total	1840	100%

Source: Statistical analysis data from the research database

Before delving into the results presented in the table, which outlines the distribution of male, female, and or patronyms for educational institutions, it is essential to emphasize the socio-cultural dimension of place names. The social dimension is determined by understanding the socio-environmental context surrounding a place for a group of individuals or communities. "The social dimension of a place refers to the distance between different social categories such as social class, race, gender, or nationality. Different groups interact less frequently than members of the same group. It is a measure of the proximity or intimacy felt by an individual or group toward another individual or group in a social network, the level of trust between groups, and the perceived similarity of beliefs" (Boguna and Romualdo Pastor-Satorras 2004).

The table reveals that out of the total 2120 educational institutions sampled from the Wilayas of Algiers and Blida, 1840 institutions bear anthroponyms or patronyms, while 280 institutions have other types of names (dates, numbers, toponyms, attributes, etc.) or remain unnamed. Among those with anthroponyms, 88.37% (1626) are male names, while 5.48% (101) are female names. Additionally, 6.14% (113) bear patronyms such as "Zardi Brothers School" or "Ben Haddadi School." These patronyms make it challenging to determine whether the names refer to males, females, or a combination of both, especially if the name includes multiple individuals.

Table 5: Categorization of Compound Names in Educational Institutions of Algiers and Blida

Wilaya	Name Composition	Number	Percentage
Algiers	Simple Name	92	6.04 %
	Compound Name	1335	87.65 %
	Repeated/Numbered	96	6.30 %
	Total	1523	100 %
Blida	Simple Name	28	4.70 %
	Compound Name	524	87.77 %
	Compound Name	45	7.53 %
	Total	597	100 %

Source: Statistical analysis data from the research database

Research into onomastics transcends mere identification of the referential meanings of names; it delves into the social act of naming, which is heavily influenced by the socio-cultural, anthropological, and sociological contexts. This exploration aids in understanding the multifaceted cultural characteristics embedded within names. The scope of onomastic studies also encompasses the examination of how names evolve in response to shifts in societal, economic, administrative, commercial, and security paradigms. These shifts often reflect the structural linguistic interventions evident in a multilingual society, where both synchronous and diachronous perspectives reveal rich insights (Farid Benramdane 2012). This framework is particularly pertinent when analyzing anthroponyms and patronyms associated with educational institutions in Algeria.

The statistical analysis of the composition of educational institution names in Algiers and Blida reveals a predominant use of compound names. Specifically, 524 out of 597 institutions in Blida (87.77%) and 1335 out of 1523 institutions in Algiers (87.65%) employ compound names. These typically comprise an anthroponym and a patronym. Conversely, simple names, constituting a single component like a notable personality or a descriptive attribute, account for a smaller fraction of the total. Additionally, a minor percentage of institutions have repeated or numbered names.

The naming conventions can generally be categorized into several distinct types:

1. **General (secondary school, middle school, primary school) + Anthroponym and Patronym:** This format is prevalent in many institutions, such as «Debbih Cherif High School” in Algiers.
2. **General (secondary school, middle school, primary school) + Attribute:** Names such as "New Guerrouaou 01" and "New Guerrouaou 02” in Blida
3. **General (secondary school, middle school, primary school) + Toponym:** Names incorporating geographic markers, like "Hey Al-Mouz Middle School" and “Hey Al-Bourtuqal” in Blida.
4. **Specific (secondary school, middle school, primary school) + Independence:** A name like "Independence High School" in Algiers.

Table 6: Origin of names for educational institutions in Algiers and Blida

Origin	Number	Percentage
Local Name	1718	93.52 %
Foreign Name	119	6.47 %
Total	1837	100 %

Source: Statistical analysis data from the research database

The table illustrates that local Algerian names account for 93.52% (1718) of the total 1837 names in the sample from the Wilayas of Algiers and Blida, indicating an overwhelming preference for local nomenclature. Foreign names constitute a minority, representing 6.47% (119) of the total, predominantly commemorating notable Arab and global figures. This preference for local names aligns with the directives in the 2007 official bulletin from the Ministry of Education, which instructed educational directorates to create a lexicon of national figures to guide local authorities, institutions, and public administrations in naming buildings and public places.

The Ministry of Education mandated that this lexicon, overseen by a special committee, should prioritize the first generation of educators who established the Algerian school system post-independence. It also emphasized avoiding subjective or partisan names and excluding

individuals with dishonorable conduct, ensuring that the names honored were those who had passed away and left a legacy of notable contributions³.

Furthermore, Presidential Decree 01-14 concerning the nomination and renomination of public institutions and buildings emphasizes prioritizing names related to popular resistance, the national movement, and revolutionary figures and events.

Table 7: Repeated names of educational institutions in Algiers and Blida

Educational Institution Name	Frequency	Educational Institution Name	Frequency
Larbi Ben M'hidi	2	Mouloud Kacem Naït Belkacem	5
Tayeb Harkat	2	Abane Ramdane	2
Tayeb Al-Jeghlali	2	Mouloud Feraoun	5
Taher Belkhedr	2	Moufdi Zakaria	5
Mohamed Mihoubi	2	Mustapha Ben Boulaïd	4
Tarik ibn Ziyad	4	Taleb Abderrahmane	4
Seddiki Nawri Jedriya	2	Mohamed Mohamed	5
Cherchali Boualam	2	Mohamed Maleki	2
Sidi Yakoub	3	Mohamed Saïdoun	2
Sidi Moussa Rachid	2	Mohamed Rouizi	2
Slimane Amirat	2	Mohamed Khair Eddine	3
Douadi Allal	2	Mohamed El-Aid Khalifa	3
Halima Saadia	2	Muhammad Ikbali	2
Hfadh Ali	2	Mohamed Aftouche	2
Hassiba Ben Bouali	7	Ali Neche	2
Hassan Badi	2	Moubarak Miyoub	2

³ Official Bulletin of the Ministry of Education, No. 505, February 2007, p. 14.

Bouamama	2	Malek Bennabi	5
Boudewa Taher	3	Fadila Saadan	2
Boujemaa Tamim	2	El-Fodil El-Ouartilani	5
Al-Bashir Al-Ibrahimi	6	Frioli El-Saïd	2
Emir Abdelkader	4	Farida Sahnoun	3
Amkhlaif Lounis	2	El-Aichaoui Tayeb	2
Omar Aouamran	2	Issati Mustapha	2
smaïl Yefsah	2	Aissat Idir	2
Aissati Brothers	2	Omar Achour	2
Damargi Brothers	3	Ali Ammar	3
Colonel Si El-Houas	3	Ahmed Oroua	3
Abu Dhar Al-Ghifari	3	Colonel Amirouche	4
Ibn Rashîq	4	Oukba ibn Nafi	2
Mouloud Mammeri	2	Abdelhalim Ben Smaya	2
Heni Abdelkader	2	Abdelhamid Ben Badis	10
Warida Medad	2	Abziou 02	2
Youcef ibn Tachfin	2	Othman Taleb Abderrahmane	2
El-Arabi El-Tebessi	2	Ibn Khaldoun	3

Source: Statistical analysis from the research database

Table 7 illustrates the recurrence of names among educational institutions within the database, specifically highlighting those that share identical names within the same geographical region in the Wilayas of Algiers and Blida. The frequency of these repeated names ranges from two to ten instances, indicating that, on average, one in every three institutions shares a common name.

The repetition of names is not arbitrary; it reflects the socio-cultural and communicative significance these names hold within the community. The recurrence is rooted in pre-established

ideological, social, cultural, historical, and aesthetic frameworks. "This comprehensive and multi-faceted semantic phenomenon explains the collective consciousness and worldview that determined the name according to a specific and distinct law, shaped by various human, cultural, social, religious, ideological, historical, and geographical factors. (Saidi 2002)

The data indicates that the most frequently repeated name is Abdelhamid Ben Badis, with ten institutions bearing his name. Ben Badis was a distinguished figure in jurisprudence, science, and literature, and his name holds significant prominence in the onomastic landscape of educational institutions. The frequent selection of his name for educational institutions in Algiers underscores his esteemed status and influence in the educational sector.

3. Referential Significance of Selected Educational Institution Names

Drawing from the database obtained during the exploratory phase, which catalogues the names of schools across Algeria, this study aims to analyze the referential significance of selected educational institution names. We purposefully selected a subset of names from educational institutions in the Wilayas of Blida and Algiers to examine the most prevalent naming conventions. The tables below exemplify the research team's analysis:

Table 8: Referential significance of the names of educational institutions in the primary and middle stages in the municipality of Beni Tamou.

No.	Onomastic Category	Name	Female	Male	Institutions		Total
					Primary	Middle	
01	Hagiotoponyms						0
02	Historionyms						0
03	National Patronyms	Chahid Amari Ali		X	X		13
		Moukadam Abdelkader		X	X		
		Heni Rabah		X	X		
		Zedri Mahmoud 01	X	X			

		Zedri Mahmoud 02		X			
		Saidani Brothers 01		X			
		Dzanouni Mohamed	X	X			
		Malek Bennabi	X	X			
		Mohamed Al-Bashir	X	X			
		Saidani Brothers 02		X			
		Bouragaa Benyoucef	X		X		
		Al-Abbasi Youcef	X		X		
		Saad Al-Saoud	X				
04	Hagionyms						0
05	Toponyms	Al-Jadeedah 418 Maskan		X			4
		Al-Zawiyah Al- Jadida Bouzourine		X			
		Hay Al-Kalitous 1				X	
		Beni Tamou Al- Jadida				X	
Totals			0	10	11	6	17

Source: Statistical analysis data from the research database

The analysis reveals that the predominant referential background for the names of educational institutions in the primary and middle stages in the municipality of Beni Tamou is nationalistic, reflected through patronyms. Of the 17 institutions, including primary and middle schools, over two-thirds are named in honor of martyrs and national figures, such as "Chahid Amari Ali" and "Saidani Brothers 01." Meanwhile, 23.5% of the institutions are named after localities and neighborhoods, such as "Beni Tamou Al-Jadida" and "Hay Al-Kalitous 1." Notably, there is an absence of names with historical (historionyms), religious (hagiotoponyms), or saintly (hagionyms) significance in Beni Tamou.

Table 9: Referential significance of educational institution names in the primary and middle stages in the municipality of Hammam Melouane.

No.	Onomastic Category	Name	Female	Male	Educational Stage
1	National	Hamouche Allal		X	Primary
2	National	Ali Baba Chaaban		X	Primary
3	National	Aoucha Ali		X	Primary
4	National	Aissa Rabah		X	Primary
5	National	Ali Othman		X	Middle
6	National	Abdelhamid Ben Badis		X	Middle
7	National + Toponym	Tayeb Sliman – Magtaa Lazrag		X	Middle
8	National	Abdelhamid Ben Badis		X	Middle
Total	National : 05 Hagionyms: 00 Theonyms: 02 Phytonyms: 00	08	00	08	Primary Total 04
	Compound (National + Toponym): 01 Historionyms: 00				Middle Total 04

Source: Statistical analysis data from the research database

The table demonstrates that all five educational institutions in the primary and middle stages of Hammam Melouane predominantly bear names of national significance, honoring martyrs and freedom fighters, with one name appearing twice. Additionally, there is one compound name, "Tayeb Sliman - Magtaa Lazrag," which combines national significance with a toponymic reference.

From the table, it is evident that the naming of educational institutions in Hammam Melouane primarily draws from nationalistic references. These names commemorate notable national figures, such as "Hamouche Allal" and "Ali Baba Chaaban." The compound name "Tayeb Sliman - Magtaa Lazrag," exemplifies a naming convention that integrates both personal and geographical significance. The general term (e.g., middle school) is followed by a personal name (Tayeb Sliman) and a toponym (Magtaa Lazrag) specific to the municipality of Hammam Melouane.

An additional observation during the research is the factors influencing the naming process and the collective onomastic imagination among Algerians. These factors include the cultural identity characteristics of those who perform the naming and the political context at the time of naming. This underscores the socio-cultural and political dimensions that shape onomastic practices, reflecting the collective memory and identity of the community.

4. The Socio-Cultural Dimension of Educational Institution Names in Algeria

The process of naming in Algeria is deeply intertwined with the country's history and collective memory. Assigning the name of a national figure to an institution often serves as an enduring tribute that transcends temporal and spatial boundaries. Despite the existence of legislation governing the act of naming and renaming in Algeria, this practice frequently devolves into a mere administrative formality. This disconnects

results in onomastic disarray, as evidenced by the studied sample.

Research findings indicate a substantial prevalence of names with national referents, particularly those of martyrs and freedom fighters, reflecting the enduring legacy of Algeria's War of Independence. The responsibility for naming educational institutions, as mandated by law, lies with a committee formed by the Ministry of Mujahideen, as specified in Article 06 of the Presidential Decree. This decree stipulates that the Minister of National Defense, upon the recommendation of the Minister of Mujahideen, is authorized to name or rename institutions, places, buildings, and sites.

It is crucial to note that while the Presidential Decree grants the Ministry of Mujahideen significant authority over the naming of educational institutions; this does not imply that names are restricted solely to martyrs and freedom fighters. The scope of naming encompasses a broad array of national, historical, political figures, scholars, thinkers, experts, and artists.

Naming is a referential act that engages with the cultural and political landscapes of geographical spaces, reflecting voices and influences that have shaped history.

One prominent observation from the preliminary statistical results is the repetition of names within a single municipality. Field investigations reveal clear instances of onomastic irregularities, with repeated names, unnamed institutions, and names lacking clear significance. This indicates a lapse in the oversight of the naming process. It appears that the committee responsible for naming has limited options, often defaulting to familiar names, and sometimes hastily assigning names that are immediately available.

Some schools bear names derived from phytonyms, which are often tied to the names of the neighborhoods they are located in, such as "Alburtaqal School" in Blida with Alburtaqal meaning orange fruit. These plant-based toponyms may arise from various factors, including the limited selection pool. Plant names in place naming (phytonymy) provide rich semantic layers, linking place names to the history of the land and indicating the role of toponymy in shaping environmental and geographical identities over time.

Data from the database also reveal institutions identified by numbers, such as

"New Garouaou Annex 01" and "New Garouaou Annex 02." Despite Algeria's wealth of symbolic names, the absence of meaningful names in many institutions raises questions about the underlying reasons. Numerous schools still await names, with some institutions bearing names tied to their local neighborhoods, despite their weak semantic significance, such as "Al-Kahla School." Some names are known only to those who assigned them, without leaving a trace for future reference, awaiting official designation to resolve the issue of anonymous institutions.

There are also schools named after hydronyms, such as "Oued El-Maleh School" and "Ain Aicha School," often located in water-abundant areas. "Water-related names often arise due to the significance of water to the local population" (Ouerdia yermèche 200) . Whether these names refer to rivers or other water sources, they highlight the essential role of hydronymy in reflecting the environmental context.

Additionally, some educational institutions bear names of saints or tribal names, such as "Sidi," "Sheikh," or names denoting lineage, like "Ben Khalil," "Ben Chaaban," "Ben Saleh." These names suggest "the presence of tribes indigenous to the region where the school or institution is built" (Qashi 2005) Thus, various cultural, social, and religious

referents influence the naming and renaming processes.

Most Algerian educational institution names derive from anthroponyms and patronyms, confirming the richness of toponymy within the broader context of anthroponymy, which involves naming places after people. In onomastic terms, this practice falls under anthroponymy (anthroponomy), as institutions are commonly named after individuals closely associated with historical events in the area.

5. CONCLUSION

The onomastic approach, or the study of names, is a pivotal field that can significantly enrich scientific research by elucidating the etymology and semantic depth of names and their intellectual and ideological underpinnings. This research seeks to pave the way for further studies that can establish onomastics as a valuable resource for researchers. Onomastics draws from interconnected disciplines such as geography, history, anthropology, social sciences, and linguistics, all highlighting the historical and cultural embeddedness of individuals in their names and places.

This project, centered on the onomastic analysis of naming educational institutions in Algeria, exemplifies the CRASC research center's commitment to advancing scientific inquiry and opening new research avenues.

The focus of this study is particularly relevant in today's era of rapid technological advancements. For Algeria to keep pace with these developments, continued research in the onomastics of educational institutions is imperative.

Such onomastic research can provide significant scientific and academic contributions to the naming systems in Algeria, impacting both local and international contexts. By reconstructing the memory of places and times through names, this work supports the efforts of official bodies and authorities legally responsible for the nomination and renomination of places and buildings. These entities are instrumental in shaping laws that ensure a systematic approach to toponymy and onomastics, preserving the cultural and historical significance of names.

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