After being a matter of drill and body discipline the toilet education become more and more focused on "soft methods" like encouraging and stimulation. The child is called nowadays to become aware of the functioning of his body and social expectations, and not to be simply "trained" to use potty. These changes seem to be part of a more global transformation of the norms and standards of childcare that are the result of historical changes in the status of the child. The emergence and following propagation of potty-training books whose purpose is to rise children interest in using potty (or toilet) give evidence of this evolution.

This communication proposal aims to explore this transformation through text and discourse analysis. The empirical data come from an ongoing sociological study of toilet education in different countries (France, Norway, Russia) that seeks to gain a better understanding of socialization processes and cultural contexts of hygienic and body maintenance norms.

The analysis will focus the representation of agency of the child (initiative, resistance, negotiation), the role of the parent (coercing, help, accompaniment), the attitude towards the different objects related to hygiene (diapers, potty, toilet) and the place of emotions (disgust, shame, pride).

Indeed, through the analysis of the representations of these aspects one can see the normativity related to the body control as well as the conceptions of children competence. The communication will also show some correlations between the methods of toilet education and the age of a child.

*Keywords: child body, norms, training, education*