

## I. An Exploration of Protest of Females in *The Professor*

This research has analyzed the novel *The Professor* published in 1857, through the perspective of feminism which tries to prove the fact that how the women are protesting against the patriarchal norms, values, rules and regulation where strengths and capabilities of women are always undermined. The female characters of this novel are shown quite strong, bold and rebellious and challenge the traditional norms, values, rules and regulations which are under the construction of the patriarchal societies of The Victorian Period. Victorian period shows the extreme discrimination on females where females are treated as inferior, uncultured, mindlessness, irrational, weak and clergy. To resist against such hierarchal construction of males of that period the female characters of this novel are playing the very important roles. They are challenging the activities of the males as oriented by patriarchy. They are protesting against the socio-economic, political inequalities on them. The Victorian traditional social structure is based on such masculine value systems which create biased attitude about masculinity and femininity. The female characters of this novel are direction of protest challenge the long run dominating characteristics and conventions of Victorian patriarchy and empower the silent voices of females in order to bring them to the mainstream from the margins.

In the novel *The Professor* by Charlotte Bronte, many female characters of this novel are breaking the conventional norms, values, rules and regulation against the patriarchal construction of Victorian male dominated society where patriarchal social system maintenance of male monopoly of economic, political and social power where women are made powerless by denying them from education and occupational means of acquiring economic, political and social power. In the beginning of the novel narrator's mother after losing her husband lives in destitution for some months

where she is unhealed by her aristocratic brothers; then she mortally offends them by her union with Crimsworth the –shire manufacturer. The narrator's mother plays the role of rebellion against powerful males of Victorian society. Furthermore, Victorian society keeps females in four walls of their house and generalizes that they must stay at home as in the position of housewife, should engage in child bearing, caring of them their husbands and other family members being inferior. But in the novel the next female character Zora Reuter being a female is occupying the post of head minister of the school where she handles the hundreds of students, teachers, staffs and administration of that institution. She is also a revolutionary character of self-determination. Feminist Critic Simone de Beauvoir who in her *The Second Sex* argues that there is not a thing called 'Feminism' It is merely construction of patriarchal society as female are inferior and male as supervisor. In addition to protest against such hierarchy another female character Frances Evan Henri plays an important role. Being orphan, poor, clergy and meek she exposes her boldness activities against Victorian patriarchal society, exploring to different parts of Belgium in search of job, engages in lace mending and tutor, they are all against of Victorian male dominated society. She is more conscious and reacts against patriarchy being bold and strong. After getting marriage her husband suggests her to stay at home and perform the activities of housewife. But she rejects his advice and informs him that she is not willing to be the victim of depression as staying at home as idol. She further informs him she is in this society to establish her own identity and be independent but not the passive character. The role of this character is very rebellious, bold and courageous who can resist against of Victorian male dominated society. She also argues that such activities of male are the strategy for dominating them as loving.

Mary Wollstonecraft, another feminist critic in her essay, 'A Vindication of the rights of Woman' (1992) calls females must get education as males equally. She argues that the educational system of her time deliberately trains women to be frivolous and incapable. She states that there should be equality of education to women so that they can also be capable workers in many professions not the exceptional wives. The girls of the novel as Aurelia, Adcle Juanna, Trista and Isles are in European country to get their higher education in Victorian period. After getting education in European schools as Mary Wollstonecraft mentions they will engage in different professions. The activities of these girls is also praising who are breaking the Victorian rules of male, that girls (females) should follow and respect the traditional norms and values of Victorian period staying at home. These girls manage their education in foreign country which is not a simple task, they revolt against their family members for their education which seems praising task of girls for this research by applying this protest phases of feminism.

The Novel *The professor* by Charlotte Bronte's title indicates the word that refers to male The Professor. This research paper cannot ignore this word *The Professor* of the novel where the whole story is narrated by him. He is the main character where many incidents are revolving around him. He shows the bold, courageous activities of female characters of this novel .Being the novel of Victorian society this research paper focuses on female characters and their evolutionary activities. But the novelist puts male character as narrator behind it some psychological meaning is hidden. The main character of this novel William Crimsworth is shown as meek, weak, and clergyman. The novel shows the male character inferior and the females strong in order to show ,females can do as males . This research focuses transparently as Simon De Beauvoir in her 'Second Sex', which

has become a worldwide best-seller and raises feminist consciousness by appealing to the idea that 'Liberation for women is the liberation for men too', 'The pursuit of happiness of women is the pursuit of happiness to men too'. She also argues on reciprocal relation of two groups' males and females. To break the hierarchy between males and females that shows the females inferior, uncultured, uncivilized, passive, mindlessness and males superior in every aspect of their lives. With this male character William, the novelist becomes success to resist showing the males are also weak, meek and clergy that proves all males are not as superior, activate as it is conceptualized that is only the illusion spread to females. In comparison to this character, other female characters are shown very strong and courageous. To show the females also can do as males in different fields. To provide courage, determination and impulsion on females they can also do as males is the main objectives, of showing this main character weak, meek and clergy. Simon's reciprocal concept is also seen, it emphasizes that from the primitive stage of human civilization the relation of male and female is as the relation of nail and flash which can't be ignored, it is as universal matter too. They cannot live without each other. Male cannot live without female, as well as female too. She argues such hierarchy of superior and inferior must be broken. Females know actually to males how hollow, savage, irrational are that is seen in their activities with the contact of females. It emphasizes that as the main character of this novel is happy marrying Henri such system is needed in the society. For the liberty and pursuit of happiness the hierarchy must be broken forever from this world.

Right from its publication in 1857, Charlotte Bronte's *The Professor* has received the attention of various critics. They have read this novel from different perspectives. Philip Momberger states this novel as "Self and World in the works of Charlotte Bronte 'and argue: For me the universe is dump Stone-deaf, and blank and

Wholly blind; life I must bound, Existence Strait limits of one mind Dark-imageless-  
 a living tomb There must I sleep, there wake and dwell content, with palsy, pain, and  
 gloom(22).”

Palsa Carl views this novel in the perspective of *Foreign Bodies: Slavery and Sexuality in The Professor* and says; in the version of the fantasy, gender identities are transposed across the lines of race. Introduced to his brother's; “handsome young wife,” Crimsworth “pursue[s] the fair page of [her] face’ and finds it wanting: Crimsworth views her with sexual attitude and thirst of sexual desires she further says:

I sought her eyes ,desire to read there the intelligence which I could not discern in her face of hear in her conversation; it was merry ,rather small; by turns (saw) vivacity, vanity-coquetry, looked out through its iris ,but I watched in vain for a glimpse of soul .I am no Oriental, white necks-carmine lips and checks ,clusters of bright curls do not suffice for me without that Promethean spark which will live after the roses and lilies are faced ,the burnished hair grown grey.(13)

Winfred Gerin takes this novel as the author's personal experience in Belgians. He writes, “what was entirely wrong new in the Professor were the closely observed senses and characters, derived from authors forwards in judgment and masterly occur(28).”

Phyllis Bentley views *The Professor* from psychological point of view in which Charlotte expresses psychological horror of the Belgian girl students. He writes:

The psychological horror of *Belgian Girl* pupils would hardly be exposed more ruthlessly by the pen of Freud. The mother M. Pellet and Mlle, Reuter are the unpleasing hags. York Hunsden, Crimsworth's detestable. Yorkshire is psychopathic in the fierce incivility; ever Crimsworth is disagreeable pain and Frances "Not striking" in appearance. (40)

M.M. Brammer studied this novel stylistically in which Charlotte's style is at irregular intervals. He writes "the Professor leads on the expectation that stylistic change will be away from the ornamented and redundant and towards the 'plain and homely'. But one or two instances of an opposite tendency occurs, and it is interesting to speculate on the motives of these (166)."

Kathleen Tillson emphasizes on the departure of narrative and avoidance of extreme feeling. He states "The Professor or was a necessary stage; it set up a framework of 'working one's way through life' with a 'rational mind' a framework unknown to Angria and from which none of her later narrative seriously departs". (285)

Mrs. Gaskell comments the novel as attractive she writes; "I found the beginning very feeble, the whole narrative deficient in incident and general attractiveness (290)."

Although many critics have focused on different issues related to this novel. This research paper is quite distinct in the sense that it has studied this novel through the protest. Phase of feminism perspective. In the novel Charlotte Brontë presents so many female characters bold, rebellious courageous who are fighting against Victorian male domination. The male character Crimsworth is shown weak, meek and clergy who have been deliberately deprived of masculine power of Victorian males to

break the hierarchy of superior and inferior. Showing this male character weak, meek and clergy it tries to show that all males of that period are not as superior as it is conceptualize and encourage the females that they can do better as males. The weakness of this character has given courage; impulsion and dare to fight against male domination of that period.

The research paper focuses through the perspective of protest phase of feminism. As Elain Showalter suggest in her monumental work, 'A literature of their own'. She charges all the activities from literature writing to social norms, values, rules and regulations are oriented by males which suppress women and their power. This research paper focuses on the protest phase of feminism. Elaine Showalter' major assumption of this phase is protest against male –domination, to empower their voices against the patriarchal construction as well as challenge the male domination society. Elaine further clarifies in her novel 'A Doll's House 'by Ibsen at the end of the novel the central character, Nora leaves her husband and gets out which is an image of protest. In this research paper *The Professor* by Charlotte Bronte also creates so many female characters who are showing the very laborious, diligent, bold and courageous activities to fight against such male oriented customs of Victorian society. Such activities of the female characters shows this research paper basically focuses on the protest phase of feminism.

Similarly, Mary Wollstonecraft in her book also focuses the discrimination of women by males. In this essay she emphasizes on certain beliefs, educational system or cultural which makes hierarchy between males and females that must be broken. In the novel *The Professor* the girls are in European county for their higher education in order to work in different fields of profession. Zoraid Reuter the female character breakes the beliefs of Victorian society as being the head minister of school where she

is capable to handle all her responsibilities perfectly. This activity of her is challenging the patriarchal society that females also can do their best in outer activities as males. Moreover, Simon De Beauvoir and Virginia Woolf are protesting against the hierarchy between males and females and emphasize to protest against of such tradition. In this research paper many incidents which are revolving around the characters are the resisting symptoms and empowering their voice against their dictatorship. In the same way the main character of this novel is male who is shown as the weak, meek and clergy character who is brought in the critical framework of analysis and who has been deliberately deprived of masculine of power of Victorian males. By showing this male character weak and female characters strong the novelist wants to break the hierarchy between males and females. Males are also weak, meek, uncultured, irrational and full of hollowness. To provide the psychological treatment on females that they are also as males, this male character is shown weak and poor where as females characters strong and have done benevolent activities. With the given above circumstances it is clear that this research paper focus on the protest phase of feminism.

Primitive society establishes certain restriction and directional rules over sex, and as a result men start showing their supremacy and imposing their authority over women. Such values always teach the females to believe that they are less valuable and physically, mentally and spiritually inferior and unequal to men. Patriarchal and sexism always promotes discrimination concerning masculine roles; which marks males as superior and females inferior. It believes that women are innately inferior to man. So, in this sense patriarchy creates the notion of biological essentialism where the notion of inborn inferiority of woman is promoted because it is based on biological difference between the sexes that are considered the part of our



unchanging essence as man and woman .The female character of this novel Henri breaks all the hindrances and hierarchy of superior and inferior ,being bold and courageous where she challenges the traditional notion of Victorian society . In the novel ,the female character Henri is shown very bold woman who wants to do more as her husband .She compares herself with her husband and she is thirst of benevolent work which can be great achievement for all females .In comparison to her husband she earns little but she has great intention to earn as equal as her husband .Which helps to break the hierarchy between males and females .She is fully against of traditional norms ,values and regulations which are male oriented .She pours her tragedy and says: 'I am not satisfied' returned she . 'You are now earning eight thousands francs a year'(it was true ;my efforts ,punctuality ,the frame of my pupils progress ,the publicity of my station ,had so for helped me so ), 'while I am still at my miserable twelve hundred francs .I can do better ,and I *will*' (183).

Traditionally it is believed that women should not involve in the activities of exploring to outer countries for their higher education's ,should be engage in homely circumstances .They should follow and respect the males and their orders ,should not involve in outer activities of incomings .But the female characters of this novel are challenging and getting victory over such traditional believes .From the primitive stage of human civilization the females are treated as 'other' or very inferior to men .In the classical times too ,Aristotle ,the Greek philosopher forwarded the anti –feminist ideas that men are superior to women ,as he says "a woman was" un finished man in reproduction woman are passive and inferior while men are active and superior ;for the child inherits only the male characteristic [...] (qtd ,in Gaarder116).In other words interiorize women by saying that females are weak by virtue of certain lack of qualities .

Generally the words to describe the masculine roles are quite positive. They are thought to be active, practical, logical, brave and trustworthy whereas the negative terms are reserved for women. Such long-standing hierarchy shows men as the leaders who impose authority over females. The history of human race has functioned mainly for the sake of males, helping them to establish patriarchal norms, values and systems which is opposed by the female characters of this novel.

In the novel, Charlotte Brontë portrays a subversion of female characters which discard and dismantle the social barriers and boundaries based on patriarchal norms and values that have always kept masculine ethos at the centre. Such biased and unequal norms and values are a construction of the patriarchal society where women are expected to perform certain roles and responsibilities that are imposed by them. But on the contrary, men are taken as controlling figures who have been authoritative towards women. In this regard, the patriarchy has constructed the hierarchy between men and women are considered as silent victims of masculine authority in the name of sex, gender, race and class. Thus, to challenge and undercut such biased patriarchal ideology, Charlotte Brontë presents female characters as the sharp weapon with feminist spirits.

The female characters of this novel refuse to stick to the traditional definition of feminine gender roles where women are considered as meek, emotional, irrational, mindless creatures. She stands against all sorts of social and cultural boundaries which are male-oriented and imposed upon women to remain inside the male-constructed myth. They are challenging traditional masculine roles and patriarchal ideology to be independent and get liberty and pursuit of happiness.

The first chapter mainly focuses on these statements and overall structure of the novel which is the main target of this research. Similarly the chapter presents the

review which is regarding this novel given by different critics and justifies the purpose of research which is its significance and point of departure.

Similarly ,the textual analysis of this novel is given in the second chapter where researcher applies theoretical modality in order to prove the hypothesis. On other side this research work reflects the strong resistance of women against traditional belief masculine roles which shows the challenging and rebellious spirit of women against Victorian male dominated society. The present analysis discusses how ,the female characters are showing the energetic and rebellious roles where their capabilities and strength are always undermined and dismantle the boundaries. In this sense, this chapter helps to prove the goal of the research.

The last chapter contains conclusion of the study in which textual analysis and other some recommendations are following the bases to find the objective of research. In conclusion part, the researcher has concluded the Victorian male dominated customs about masculine and feminine that are challenged in *The Professor* by depicting the revolutionary female characters in the novel and showing the male character weak, meek and clergy.

## II. Exploration of Subjugation and Protest of Women in Charlotte Brontë's

### *The Professor*

Charlotte Brontë's *The Professor* the novelist presents some female characters as bold, courageous, rebellious and full of power qualities who have broken the traditional mentality of Victorian male dominated society. This research paper has analyzed the novel *The Professor* through the perspective of protest phase of feminism where women are protesting against the patriarchal norms values, rules and regulations where strengths and capabilities of women are always undermined. The female characters such as Mrs. Crimsworth, Aurelia, Adcle, Juanna, Trista, Isles, Zoraid Reuter and Francis Evan Henri, have shown self-determination and self-motivation which become their powerful weapon to move forward in the society and establish their own identity . These female characters are quite distinct from traditional types of women, and do who have the power of revenge against patriarchal society. These women have understood the importance of life as well as the obstacles of their movement. To achieve the success, sacrifice plays an important role is revolution time. Sacrifice has great hidden power which is not ignore and threatens the opponents. These characters are playing the leading roles which are fully against of Victorian male dominated society.

Traditionally, patriarchal role represents women as inferior creatures, whose subjectively as a consequence of the internalized rational, strong, superior, protective and decisive, they caste women as emotional, weak, nurturing and submissive" (Tyson 89). For centuries, women have been confined within false or bad mentality of requirements imposed by patriarchal ideology which is completely based on myth and ignorance. Similarly under the patriarchal regime; women are force to accept the laws

and customs that always make them inferior in various ways. Such patriarchal ideology is spread all over the world that advocates the supreme power of males, and it seems natural because of its long time used. Such power controls over women by looking them within certain circumstances of four walls by looking them taking care of children, husbands and other family members. When patriarchal society creates stereotypical images about women then, it serves a powerful function in our society, and when such patriarchal, norms, values, rules and regulations are long time used then those exaggerated ideas of inferiority and weakness of women are internalized by the women and ultimately, they feel themselves powerless and inferior. Those women are perceived and treated as using different languages and images.

The novel *The Professor* begins with the very courageous activity of female character. The narrator's mother who has small children and is pregnant of three months, challenges her aristocratic brothers legally. When she is unhealed, uncared and unloved by them she mortally offends them with her union. Actually this act is against the tradition and intolerable task of Victorian males. She is bold, courageous and rebellious. This character has self-determination and heart full of protest. It is believed that to go against male is sin, which is also mentioned in the myth of different religions. But she is against of patriarchal norms, values and attitudes towards the women. It is thought or believed that to help the poor, needy and destitute people it is human duty which falls under the moral duty, but the males of that Victorian period are fully negative towards their women they do not help her instead give torture. They forget their moral duty, which is opposed by her. Women have established their own union of females which works against such discrimination. Being a female of that period, she dares to fight against her aristocratic brothers. She is bold and courageous who can resist for the sake of her rights. To break such

hierarchy of superior and inferior she shows her revolutionary spirit. She informs that the rights should be snatched not by begging as being inferior. To suvert the male hegemonic supremacy existing in the society which are under the construction of patriarchal ideology. This character has totally broken the Victorian rules and regulations with empowering her voice against such stereotypical believes. As the narrator of this novel says,

You are aware that my father-once reckoned a Croesus of wealth- became bankrupt a short time previous to his death, and that my mother lived in destitution for some six months after turn, unhealed by her aristocratic brother. Whom she had mortally offended by her union. With Crimsworth the -shire manufacturer. At the end of the six months she brought me into the world, and then herself left it, without, should think much regret, as it contained little hope or comfort her. (4)

Here, the above mention extract insists female to challenge the Victorian males. She dares to mortally offend her aristocratic brothers with her union and gets some rights. Being in very miserable condition, having small children, the pregnant of three months and losing her husband, she seems very bold courageous and rebellious character and becomes able to threaten the powerful men of that period. Her resisting behavior is appraisable in the history of feminist struggle. She is suffering from many hindrances but she flights against her right. That is a great challenge against Victorian rules, regulations and systems. Traditionally, women are discriminated on the basis of gender and are socially, culturally, economically, legally, and even biologically different from men. Women are always undermined under the male domination and are treated as 'object' who have no identity of their own. By contrast, men are considered as autonomous subjects and having independent identity. Women are

always defined as subordinate being to men as well as inferior having no creativity and full of lust etc.

The well-known Feminist Critic Simon De Beauvoir in her 'Second Sex' says, "for woman there is no other way out than to work for her liberation" (77). She argues that the rights, liberties, pursuit of happiness and opportunities are not granted by males. To achieve such things struggle is needed by oneself. There is no need of support and kindness of males. She further says, 'In chapter 10' "Woman's situation and character", a woman known's how to be as active, effective and silent as a man (72). There are certain rules which are guided by the particular societal discourse which are against of females and they must be broken forever to remove the hierarchy. Traditional customs can be broken with the help of different aspects such as exploring to outer circumstances, by dressing and protesting against on every step of males which are not in the favor of females. Liberty and pursuit of happiness are the greatest achievement in individual's life. So, to achieve these important things she encourages females to be bold, courageous and rebellion. To establish the history in the sake of women, the hierarchy should always be broken and that should be started by females. As in the novel *The Professor* the female characters have shown.

Traditional, patriarchal roles dictate that men are supposed to be strongest essential subjects (independent selves with free will) and women are impulsive, fragile and contingent beings. In other words, dominance is a biological characteristic that account for the gender perception of passivity in women and aggressively in men. Hence, the traditional patriarchal role is programming when the inferiority of women is constructed in terms of man's standard as, Louis Tyson claims:

Men can act upon the world, change. It, gives it meaning while women having meaning only in relation to men (- - -) the word women, therefore, have the same implication as the word, a women is not person in her own right. She is man's other she is less than a man, she is a kind of alien in a man's world; she is not fully developed human being the way a man is. (96)

Patriarch has defined women not just in terms of their difference from men, but in terms of inadequacy in comparison to men. Similarly patriarchy has objected women and made them objects of sexual and sexist dominance. Further, patriarchy treats women without any consideration of their own opinion and perspective. Thus, traditional masculine roles are the cultural programming of patriarchy. In other, word, women are programmed to fail in order to prove that they are biologically, ill-suited and less logical than males.

In the novel *The Professor* there is another female character who has also broken the tradition norms and systems of Victorian male dominated society. To break stereotypical hierarchy between males and females this character is also challenging the patriarchy, as male anti- feminist has argued .Louis Tyson says; that women have their own identity only in the reaction of men. They are not complete human beings; they are irrational, clergy, mindlessness. They are the assistant of male who moves around them. To such anti -feminist critic, she slaps and develops her own identify being the head minister of school in that period. She is Zoraid Reuter the head minister of school. Being a female of that Victorian period she manages to occupy the honorable post and is leading a respectable life .She challenges the patriarchal society that women are irrational, mindlessness, inferior breaks such hierarchy and shows that



females also can do as males. The negative concept towards females is male oriented which must be erased forever.

Being the head minister of the school, she holds many responsibilities as males she takes care of students, teachers, staffs and administration of school. She appoints the male teachers, takes interviews as well as compromise on their salary, in the novel. The narrator, being male goes to serve in her school as a teacher, where she handles him and creates the environment of being positive towards her and on the school. To empower the status of women the novelist presents this male character meek, weak and clergy man which shows that females are also capable to handle over the males. Zoraid observes and talks with him, in his interview, as he says:

Mille Reuter and I entered upon the business. She said she was not absolutely certain of the wisdom of the step she was about to take, because I was so young and parents might possibly object to a professor like me for their daughters. 'But it is often well to action one's own judgment' said she 'and to lead parents, rather than be led by them. The fitness of a professor is not a matter of age, and from what I have heard, and what I observe myself, I would much rather trust on you than M. Ledru, the music-master, who is a married man of near fifty'. (57)

The above mentioned extract shows the female character is showing her strength, capacity and social status in that Victorian society. She proves that all the hierarchy which are male oriented are full of hollowness, have no meanings and are the allusions spread to females for dominating them. She becomes able to show, females also can do as males. With the activity of this female character, it shows that females

should avoid that concept of inferior and internalize that is practicing since a long time period. Zoraid Reuter is not a simple or traditional woman but she is bold and courageous who establishes the identity as male members of Victorian society. She is shown very perfect and talent woman in her own work, that she handles very tactfully. Zoraid Reuter struggles a lot to achieve her independence. She wants to establish her own identity in that Victorian society not becoming dependent to men as a 'Parasite' but with her own struggle, dedication and determination. Such an intentions and activities raise big questions against the male dominated patriarchal ideology.

The famous feminist critic Virginia Woolf in her book *A Room of one's One* in chapter 14 in 'A Public Voice' says: She wished to exposes a women's point of view and called the autumn of 1932 'a great season of liberation'. You will understand that all impediments suddenly dropped off . . . I had no restrictions whatever, and was thus free to define my attitude with a view and certainly I have never known before (251).

Virginia Woolf further explains that courage and determination are the very important and power weapons for the individual. Dare to do is the instructions about liberation of females, she become success on her task when she starts to speak with full energy and courage then all the obstacles and restriction dropped and she becomes free to share her opinion which is filled with energy and certainty that she never practice before. She further says females also can as males for that but courage, self determination is needed. In the same way the female character Zoraid Reuter crosses the different impediments and becomes success to handle the whole responsibilities of school administration. She even becomes able to handle the males of that Victorian period. Men are not superior to women in the patriarchal society not only because of the fact that men use socio-economic and political power that have

within patriarchal set up but also because they construct through such discourse that they associate themselves with positive attitude and link women with negative one. Simon De Beauvoir concludes that women in patriarchal society are socially programmed to see themselves as "other" to men, De Beauvoir also argues that women is "defined and differentiated with reference to man and not he with reference to her; she is the incidental the inessential as opposed to the essential. He is the object, he is the absolute she is other.(xvi)”

It seems true that anatomy guides the construction of masculinity and femininity. The bodily anatomical difference is unavoidable but it cannot be the ruling agency. In male centered ideology and discourse women are defined in relation to the body while men are defined in relation to esteemed 'soul'. In platonic term soul transcends everything, where as body is imminent, temporary and sensual and hence valueless. In this context Elizabeth V. Spellman opines: “What philosophers have had to say about women typically has been nasty, brutish and short. [ - - - ]. Because philosophers have not said much about women' they make an indifference about women's and their exploitation, domination and suppression and finally made them inferior(367).”

Women have been excluded from the public areas. The philosophers have marginalized women through their philosophical discourse by remaining silent about them or by making derogatory statements about them. Patriarchal discourse often argues that women are supposed to be beautiful in order to serve male's interest, also that they are weak, fragile, nurturing etc. The males give them identity and role to play. As men are superior to them, they remain in frightful in front of men. It generates inferiority complex in many women. But Zoraid Reuter being female challenges the patriarchal norms and systems being the head minister of the school,

which is consider the work of males. While giving interview William Crimsworth nearly becomes shock as seeing her in that respectable post.

In the same way, in the novel other female characters (girls) are also breaking the circumstances of four walls as exploring to foreign country for their higher education. These girls are shown bold, courageous and rebellious. They become success to fight against the patriarchal male dominated Victorian society's system and cultures. The Victorian period traps girls within the circumstances of home, make them compel to perform the household activities learn all the necessary things needed for housewife. But these girls protest against the patriarchal values, norms and manage to go abroad for the higher education, liberty, pursuit of happiness and independence. These girls are Francis Evan Henri, Aurelia, Adcle, Juana, Trista and Isles. These female characters are far away from their homes. William Crimsworth the male character becomes surprise to see these girls in the hostel and states:

As I sat on my Estrada and glanced over the long range of desk, I had under y eye French, English, Belgians, Austrians and Prussians. The majority belonged to the class bourgeois; but there were countesses, there were the daughters for two generals, and off several colonels, captains and government employs. These ladies sat side by side with young females destined to be *Demoiselles De Magazines, and with some Flamandes* genuine aborigines of the country. (70)

The above given extract indicates the girls exploration to foreign country for their higher education that symbolizes the protest of females for the right of their education. Right to get education is the fundamental factor of human beings. But there is great restriction and discrimination for females in their education. In this twenty

first century too, there is restriction for women's education in Muslim countries of this world. It is because of male domination and patriarchal customs which regards very sinful act of male domination. But these girls manage their education as being the girls of Victorian period. They fight with many impediments and get success. This is very benevolent task of these girls against the revolution on male dominated society. Some of the girls belong to higher class, they may lead very comfortable lives individually but they do not think so, they are thirst of independent, need of identity, liberty and pursuit of happiness. Ignoring good facilities these girls help to add the bricks on the struggle against of patriarchal Victorian male dominated society.

The famous feminist critic Mary Wollstonecraft in her book 'A Vindication for the Right's of Woman' emphasizes more in the rational education of women. As being based on this book other anti-feminist critics explore their ideas. When Charles Maurice de Talleyrand-Perigord presented his *Rapporter sur l' instruction Publique* (1791) to the National Assembly in France, Wollstonecraft was galvanized to respond (4). In this recommendations for a national system of education. Talleyrand had written:

Let us bring up women, not to aspire to advantages which the constitution denies them, but to know and appreciate those which it guarantees . . . Men are destined to live on the stage of the world. A public education suits them: It early places before their eyes all the scenes of life: only the proportions are different. The paternal home is better for the education of women; they have less need to learn to deal with the interest of others, than to accustom themselves to a calm and secluded life. (5)

Wollstonecraft dedicates the Rights of women to Talleyrand: "Having read with great Pleasure a Pamphlet which you have lately published, I dedicate this volume to you; to induce you to consider the subject, and maturely weigh I have advanced respecting the rights of woman and national education (6)." Wollstonecraft's central arguments in the Rights of women is they should get education rationally in order to give them the opportunity in contributing the society. In the 18th century, it is often assumed by both educational philosophers and conduct book writers, who write what one might think of as early self help books (15). The women are incapable of rational or abstract and too frugal to be able to think clearly. Wollstonecraft, along with other females such as Catharine Macaulay, maintained that women were indeed capable of rational thought and deserved to educate. She argued this point in her own conduct book, *Thoughts on the education of daughters* (1787), in her children's book, original stories from real life (1788), as well as in the *Rights of woman* (16).

Wollstonecraft in her book 'A Vindication for the rights of woman' emphasises on perfect education for the women, "The most perfect education" is "an exercise of the understanding is the best calculation to strengthen the body and form the heart. Or, in other words, to enable the individual to attach such habits of virtues as will render it independent" (25). She emphasizes "On National Education". Many anti-feminist critics criticize on this task of women's education. Wollstonecraft understands the education that is very important weapon with the help of which women can snatch their rights, liberty and pursuit of happiness. She focuses on rational education for women. Likewise in the novel too, the girls are in foreign country for their education. The novelist is also at the side of education for women that is why she mentions these female characters who support in the women education for crossing the different hindrances against Victorian society. Education is

the light which takes individuals towards the path of consciousness. With the help of it one becomes aware of own's rights. She further says, it is crime to prohibitate women in their education. The girls Aurelia, Adcle, Juanna, Trista and Isles are playing the praising roles that breaks the Victorian norms and values. These girls manage for their education in foreign country which is not simple task; they revolt against their family members as well as patriarchal concept which are helping this research by applying this protest phase of feminism. The girls are bold, courageous and rebellion who fully challenges the patriarchal system. They are breaking the inferiority of their own status which male dominated society claims.

In the novel, *The Professor* Charlotte Bronte, presents another important female character, Frances Evan Henri, who does the very bold and rebellious role for challenging the patriarchal society. She belongs to very poor family, living under the line of poverty, orphan and is neglected from the society. But she never does surrender in front of patriarchy. She keeps on working hard to establish her own identity and be independent. Her mother is English and father is Swiss. But they have left the world; she is under the care of her poor aunt. Henri explores to Belgium for the higher education where she is treated as 'other'. Though being poor and weak she dares to get higher education in foreign country which is fully against of patriarchy. The male character proposes her for marries but she ignores. Against the Victorian expectation, Henri thinks the bondage of women's marriage to male is like slavery. She is not ready to give up her career for the cost of marriage to Crimsworth. William Crimsworth tries to convince and pour some sympathy on her and says:

Women cannot judge of these things as men can, and excuses my pertinacity, monsieur, but is natural I should feel interested about this poor little girl (pauvre petite). She has scarcely any relations; her own

efforts are all she has to look to; her acquirements must be her role fortune. Her present position has once been mine, or so; it is then but natural should sympathies with her; and sometimes, when see the difficulty she has in managing pupils, I feel quite chagrined. I doubt not she does her best; her intentions are excellent; but, monsieur, he wants tact and firmness. (93)

The male character Mr. Crimsworth is suffering from different kinds of individual suffering. In the novel he is shown as weak, meek and clergy character in feminized version and in the frame of critical analysis who has been deliberately deprived of masculine power of Victorian males. Being male, he wants to show his masculine features in front of Henri. She knows very well about his condition, who explores to different parts of England and Belgium in search of job for the fulfillment of his appetite. Zoraïd Reuter grants him job as a teacher in her school. Henri is much more intelligent, bold and courageous than him. She is in the intension of breaking hierarchy of males and females. She is ready to fight against the obstacles which comes before her but not ready to surrender in front of such clergy man.

Virginia Woolf in her book justifies and warns women about the male's fact fullness intention to suck their blood as making them slaves and says: Professional women that, even for them, the task of finding themselves till lies ahead. Their own values pervade by a delicious sense of importance, who finds one day in his library the house maid comfortably reading (254).

From the above extract of Woolf it warns women to be clever and cunning from the trap of males net. The delicious sense, sweet dreams, love of illusion is only the strategy of them. Here she clarifies professional women means not only the



independent women but also the women like Henri in novel. Professional women indicates those all women who are conscious, bold, courageous and rebellion. Who wants to break the patriarchal norms, values, rules regulations and system which are male oriented. Frances Evan Henri is aware of such male's delicious sense which make them library in the house and read comfortably forever under the tyrannical dictatorship behavior. Some politics is hidden behind emphasizing them to be the slaves of male as being the housemaid. It is based on false assumption that women are subordinate and dependent creatures where their identity is made in the support of male. But Henri denies such assumption and wants to construct her own identity as being a bold and strong woman. There are certain expectations about masculine and feminine nature; men should be brave, strong, ambitious and aggressive, and keep their feelings under control; and women should be gentle, nurturing, passive, dependent and expressive of their feeling. Such categorization of masculine and feminine role is based on the established 'social discover' which are male oriented.

The social circumstances, norms and values do not try to understand the real matter of females. No sympathy or assistance is given to them but made the characters of ridiculous. As belonging to poor family Henri is unable to pay her school fee then she leaves the school in the middle but there is no repent because she is bold and courageous. She is full of the great determination of bright future as life is full of struggle. The narrator of this novel emphasizes her boldness and clearly justifies saying:

She now took her place amongst her pupils with an air of spirit and firmness which assured them at once that she meant to be obeyed, and obeyed, and obeyed she was. They felt they had lost their power over her. If any girl rebelled, she would no longer have taken her rebellion

to heart. She possessed a source of comfort they could not drain, a pillar of support they could not over throw. Formerly, when insulted, she wept; now, she smiled. (109)

Henri is familiar with different kinds of insults thrown on her. She develops the power, to digest all her problems very easily. The poorness makes her unable to pay school fee and is insulted at the school. The teachers and friends have negative attitude towards her, she does not cry or weep in front on them. It is consider that females are soft hearted, weak, and inferior they cannot face the problems. Henri leaves the school and explores in the city in search on job. Such activities of females are made ridiculous by the patriarchal society. She does not wish the monetary assistance of others. Seeing the boldness activity of Henri other members of school are tired and lose this power over her. They are unable to exploit her morally or physically. Many females engage them in prostitution for earning their livelihood but she does not do such sinful act. In her pitiable condition too she rebels against the patriarchy and promises to work hard as being independent.

Marry Wollstonecraft argues that, "Women are capable of atonality, it only appears that they are not, because men have refused educate them and encouraged them frivolous Wollstonecraft describes silly women as "Spaniels" and "toys" (19). While stressing it is of the same kind, she entertains the notion that women might not be able to attain the same degree of knowledge that men do. She further says women are also as bold, courageous, protective, superior and rational as males. To make females inferior is the cause of males. Males have intension to exploit the females and grant them little rights and make them revolve around their orders and authority. She clarifies, males often grant females as the second creatures, such systems, norms,

values, rules and regulation should be avoided by females. Henri the female character plays the role as Mary Wollstonecraft suggests.

In the novel we find Frances Henri with full of revolutionary spirit because of her aggressive behavior towards the traditional masculine roles. She leaves the school and explores to other parts of Belgium and works as a lace-mender. She never surrenders in front of masculine power of Victorian society. There is some due fee in the school which is to be paid but she works hard collects some money and sends to Crimsworth the English teacher and says: "It will wrap up the twenty francs, the price of the lesson I have received from you(119)." She knows that making status of own depends upon one's hand or feeling. To establish her own identity she works hard as being lace mender and tutor. Being a female of Victorian period to be tutor is also against of traditional systems. To be tutor is male's work not of female, but she challenges the patriarchy being tutor and earns some amount of money for her livelihood and collects some for her future. Henri challenges the masculine role as being a tutor. She develops the belief that there are not differences between men and women. Both have their own bodily duties but the soul or masculine duties are the later construction by social institutions. As the patriarchal roles are constructed by the society or culture, which can be deconstructed as describes by Judith Butler in *Gender Trouble*. She writes:

The presumption of a binary gender system implicitly retains the belief in a mimetic relation of gender to sex whereby gender mirror or is otherwise restricted by it when the constructed status of gender is theorized as radically independent of sex, gender itself became a free. Floating artifice with the sequence that man and masculine might just

as easily signify a female body as a male one, and women and feminine a male body as easily as a female one. (iv)

This is to say that the social demarcation between males and females is discursive. Such perspective of patriarchal society attempts in the novel to fix Francis Henri within her household duties is unjustifiable. No one is denying the fact that male and female have bodily differences. But we must also remember that sex represents biological "essence" gender refers to our cultural programming as feminine and masculine in other words women are not born feminine and men masculine. Rather these gender categories are constructed by society. Within such construction women are programmed in such a way that they often cannot think beyond the dimensions and definitions that are imposed upon them, and remains catch up with traditional expectation while neglecting newness as unnatural.

Feminist critic Simon De Beauvoir and Mary Wollstonecraft emphasizes on the reciprocal relation of males and females. There is internal conflict between these two groups of inferior and superior but both of them need opportunities, independence, liberty, pursuit of happiness and identity. Females cannot be isolated with each other. Their relationship seems very close. As we know, from the primitive stage of human civilization males and females are having their journey together. It is said, 'males and females are the two sides of a coin' and 'two wheels of a bicycle'. No one dares to ignore these statements. These statements have become the universal truth as 'sun rises in the east and sets in the west'. The powerful males of our societies have also accepted it. It is said that behind the success of each male there is greater contribution of female as playing the role of mothers, sisters or wives. For to give continuity of the world phenomenon the relations of male and female is very important. It is human nature too, they want to be more powerful, practical the strong

and want to be respected person in the society as the master, which they learn by the social circumstances where they are grown up.

The bold female character Francis Henri gets marriage with William Crimsworth. He becomes crazy on her who is well educated person and is the teacher in Brussels. The historical background of Henri and Crimsworth is same. Both are orphans and neglected by the society. After a long struggle Crimsworth earns a lot of money and gets marriage with her. On the other hand, Henri is also engaging in her employment, she earns some amount of money which shows her independences. Crimsworth tries to show his masculine features and motivates her staying idol in the home, and he says if his huge earning which is sufficient for them, but Henri ignores and says:

Think of my marrying you to be kept by you, monsieur! I could not do it; and how dull my days would be! You would be away teaching in close, noisy schoolrooms from morning till evening, and I should be lingering at home, unemployed and solitary. I should get depressed and sullen, and you would soon, fire of me'. (168)

Henri the female character of this novel ignores and rejects her husband's advice very tactfully. She dares to rejects her husband means she is bold and rebellious. She knows very well as Virginia Woolf says females should aware of delicious sense of male otherwise they will be library in kitchen where male reads comfortably as his will throughout the life. Henri knows that is the strategy of her husband to dominate and exploit her. She says cunningly and pours her sympathy on him. She cannot stay at home without doing anything. She is aware, that both males and females should be independent, and then only sweet love develops in the home. She challenges her

husband, that she has no intension to make her husband loaded the whole day. She is for the sake of their bright and comfortable future. She has the opinion that there should be love, affection, and feeling of humanism, help and co-operation between the opposite sexes. She further says empty mind is the home of devil and she does not want to be the victim of depression. She has many things to do against the patriarchal Victorian society.

Simon De Beauvoir argues; about her reciprocal relation between males and females where she emphasizes the hierarchy must be broken for ever from human civilization and says, men have objectified women in case of *Hegel's Master slave dialectic*. Beauvoir's solution is for men and women to see themselves as both *subject* and *Objects*. The first thing she writes is that she is a woman, but she becomes the intent of the book. She concludes *The Second Sex* with an each other as subject, each will remain and other for the other. According to Beauvoir both males and females are equal. They should respect and help each other, should have the feeling of brotherhood, humanism, and co-operation then only the human civilization can progress a lot than usual. Henri also pours her pray and sympathy on her husband due to his ignorance. She convinces him the punctuate wheel of a bike cannot run rapidly and reach the destination in time. In the last part of the novel, she becomes little positive towards her husband means he is also positive towards her. She follows 'Tit for tat' slogan. As Beauvoir says in chapter 12 of her book "The woman in love' describes women in and outside marriage: "The day when it will be possible for the woman to love in her strength and not in her weakness, not to escape from herself but to find herself, not out resignation but to affirm herself, love will become for her as for man the source of life and not a mortal danger (79)." She further says weakness is the quantities of human beings which must be corrected in time. In the same way fear

is the great enemy of human beings. To remove such fear, the courage and determination are important weapons which can cut. She also emphasizes love and affection are the important factors which help to lead life comfortable as Henri in the novel shows towards her husband to establish the independent life.

Frances Henri is a powerful woman having masculine power who crosses the imposed social restrictions and her authority over male character (her husband) Crimsworth as well. Crimsworth is the professor who is appointed at school. But he leaves Brussels and goes to England with Francis Henri for their permanent settlement. It is thought that men are strong and brave by the birth, and they play a dominant role in relation to women. But different from the patriarchal beliefs Crimsworth is presented as a submissive and weak man in the novel. He cannot resist anything else in front of him, and just tolerates that his wife Henri does to him. Frances Henri says: "No, monsieur I'd have courage to live out every through anguish fate assigned me, and principle to content for justice and liberty to the last (190)." This shows that the patriarchal assumption concerning masculinity and femininity is constructed in the novel. Patriarchal has certain notions that undermine the strength and power of female and constructs certain masculine roles and on the basis of so-called masculine roles men begin to dominate and create binary opposition such as males are strong and females are weak.

Henri never surrenders in front of her husband Crimsworth. He tries to know her and shows his masculine feature but being bold woman she rejects his activity. She develops the concept that the reciprocal relation may be important in some instance but it is bad to develop the close intimacy with males, she has the opinion that some distance is needed between them and she does not want to show her

weakness in front of him so that he can exploit her. Crimsworth tries to know her female psychology and starts to say:

Frances was, then a good and dear wife to me, because I was to her good , just, and faithful husband what she would have been had one married a harsh envious, careless man-a profligate, a prodigal, a drunkard or a tyrant-is another question, and one which once propounded to her. Her answer, given after some reflection; and when I found it intolerable and incurable, should have left my tortures suddenly and silently.' "And if law or might had forced you back again?" "What! To a drunkard, a profligate selfish spendthrift, an unjust fool? 'I would have gone back; again assured myself whether or not his vice and my misery were capable of remedy and if not, have left him again." (189-190).

The above given extract is full of rebellious feelings of females character Henri; She is brave, bold and courageous who can resist against the Victorian patriarchal society. As in the novel 'A Doll's House' by Ibsen the central female character Nora in the end of the novel leaves her husband for her liberty and pursuit of happiness which shows the protest against patriarchy. Henri replies being very bold even her husband has to think a lot. She has great determination of establishing her own identity with the help of opposite sex. Instead of assistance if husband becomes harsh, envious, careless and even drunkard and then such husband must be kicked out. If he becomes more brutal and tyrant which she cannot think of it and thinks as soon as possible she leaves him. The behaviors of Henri are fully against of traditional woman and intolerable act for the Victorian male dominated society. She has the capacity of resisting with any kinds of difficulties which comes in front of her. Henri is bold, courageous and rebellious.



The traditional concept of women is husband is as god, he should be respected and the torturers given by him should be tolerable as being faithful wife. But Henri rejects all these allusions spread to females. She knows very well that system, values, cultures, rules and regulation are male oriented which are fully against of females; there is the great need of destruction and deconstruction of such male oriented traditions.

Virginia Woolf in her book plays a revolutionary role and suggest females to be rebellion for their right, liberty and pursuit of happiness, she father says:

She began *Three Guineas* with a clam conviction that, at least of the age of fifty-five, she had 'stepped out, throwing aside a cloak'. She wrote it in summer of 1937 with a delirious sense of freedom which whirled her 'like a top miles upon miles over the downs'. She had conceived a right to vote not for one party or another but against the whole edifice of power, and said: 'I feel myself' enfranchised till death, and quit fall humbug'. (257)

The above extract given by Virginia Woolf plays the very important role for to achieve the rights of women, gives great impulsion and courage to females on their task. She says women are prohibitate casting votes in the election because they are internalize on inferior by male oriented system. She further justifies her statement; Guinea is old British coin which symbolizes old tradition of Britain that is against of females. It also provokes extreme reactions against males, throwing aside of a cloak (long coat) that symbolizes traditional believes of traditional women .The rebelling action against such customs at the age of fifty five makes her able to caste vote in the election. That is great excitement of freedom which she gets after a long struggle. The movement is long which moves in particular direction to get the achievement .She

further says to get right of casting vote in election is much more important than selecting the political parties. This right is get after a hard and long struggle against of edifice means large impressive rooted patriarchal norms. She wins the war in providing right of casting votes in the election against the quit of all humbug. She says humbug is the dishonest behavior of males that intends to trick the females by treating them as other creatures. Henri also wants to establish such system of the females fighting against patriarchy, for being be bold, brave, courageous and full of self-determination and self-motivation.

In the end of novel too, Henri is shown very bold, woman who wants to do as her husband. She compares herself with her husband and is thirst of benevolent work which can be great achievement for all females. In comparison to her husband she earns little but she has great intension to earn as equal as her husband. This helps to break the hierarchy between males and females. She is fully against of tradition norms values and regulations which are male oriented. She pours her tragedy and says: 'I am not satisfied', returned she. 'You are now earning eight thousands francs a year' (It was true, my efforts, punctuality, the frame of my pupil's progress, the publicity of my station, had so far helped me on), while I am still at my miserable twelve hundred francs. I can do better, and I will' (183).

Henri becomes success to break the circumstances of four walls; as being only housewife and engaging in household activities. Getting marriage too, she becomes able to resist with her husband. Primitive society establishes certain restriction and direction on rules over sex and as result men starts showing their supremacy and imposing their authority over women. Such masculine values are always taught female to believe that are less valuable and physically, mentally and spiritually inferior and unequal to men. Patriarchal and sexism always promotes discrimination

concerning masculine roles; which marks males as superior and females as inferior. It believes that women are innately inferior to man. So, in this sense, patriarchy creates the notion of biological essentials where the notion of inborn inferiority of woman is promoted because it is based on biological difference between the sexes that are considered part of our unchanging essence as man and women. Henri breaks all the hindrances and hierarchy of superior and inferior, being bold and courageous which challenges the traditional notion of Victorian society.

Simon De Beauvoir in her book says that women can handle masculine logic "as skillfully as man if she has to (73)." But her situation keeps her being useful, preparing food, clothes, and lodging. She further says women have the capacity as males; they are also full of creativity. The opportunity is not given to them. Women should not be limited in household activities only. As in the novel Henri gets support of her husband and there seem positive symptoms of their bright future. Henri skillfully manages the homely environment. There is shown Henri's comfortable life with her husband Crimsworth and handsome son Victor. They explore to Britain from Brussels to near of X Town in Britain where Crimsworth has worked as clerk in the mill of his brother. This family develops good societal statues there. Simon emphasis that male oriented traditional systems cultures, norms, values, rules and regulations should be broken. All are equal, no one has right to dominate, neglect on other. The right and liberty should not be snatched of others that is great crime. All have equal rights to perform their own activities without interfering on other behaviors. She further says; for the prosperous and civilize society the hierarchy of superior and inferior, active and passive, rational and irrational should be broken. To summarize, the female characters of the novel *The Professor* are rebellious women with feminist sensibility challenge and disapprove the binaries of traditional masculine roles based on the patriarchal gender consecution concerning masculine and feminine towards their path of liberation, autonomous and identity. And they are regarded as the symbol of women's emancipation and source of inspiration to women.

### III. Dismantling the Victorian Patriarchal Traditions

This research paper has analyzed the novel, *The Professor* through the perspective of protest phase of feminism. Focusing on the protest phase of feminism, the approach of questioning the traditional masculine stereotype imposed upon women. It also tries to prove how women are protesting against the patriarchal social norms, values rules, regulations and systems where strength and capabilities of women are always undermined. In the novel, Charlotte Bronte portrays a subversive female characters who discard and dismantle the social barriers and boundaries based on patriarchal norms and values that have always kept masculine ethos at the centre. Such biased and unequal norms and values are constructed by patriarchal society where women are expected by them. But on the contrary, men are taken as controlling figure that have been authoritative towards women. In this regard, the patriarchy has constructed the hierarchy between men and women are considered as silent victims of masculine authority in the name of sex, gender, race and class. Thus, to challenge and undercut such biased patriarchal ideology, Charlotte Bronte presents female characters as the sharp weapon with feminist spirit.

As we move through the novel, we find unique presentation of women characters who own their own aspiration and hopes. They possess the strong female spirit who undercut all the traditional and conventional ideas and believes. The female character mention in the novel as the narrator's mother challenges the aristocratic brothers. She loses her husband, with small children and the pregnant on three months mortally offends her brothers with the help of her union. When she is unhealed by them, she fights against such patriarchal systems. She refuses to stick on traditional definition of feminine gender roles where women are considered as meek, emotional, irrational, mindlessness creatures. She stands against all sorts of social and cultural

boundaries which are male oriented and imposed upon women to remain inside the male constructed myth. She is challenging the traditional masculine roles and patriarchal ideology by protesting against her aristocratic brothers.

The other female characters mentioned in the novel Adcle, Aurelia, Juanna, Trista and Isles are in foreign country for their higher education. These girls are also breaking Victorian rules against the traditional norms and values. These girls manage their higher education in foreign country which is not a simple task, they revolt against their family members as well as social circumstances. The task of these girls indicate equality of education to women so that they can also be capable workers in many professions not the exceptional wives. They challenge Victorian males which keep females within the circumstances of four walls, being engaged in household activities and passing time reading sentimental novels is refused by them.

The novel brings another bold and strong female character Zoraid Reuter, who fully challenges the patriarchal and refuses the traditional Victorian norms and values being the head minister of the school. She handles hindered of students, teachers, staffs as well as administration of that institution. She is also revolutionary character of self-determination and self-denotation. She occupies the post of male as ignoring all the obstacles in front of her. She shows the role of masculine power which is really against of traditional women and intolerable for the males of Victorian society. She becomes success to break the hierarchy of traditional norms, values and systems of Victorian society. She tries to uplift the position of women in the society refusing to confine themselves as tradition women who become insignificant victim or passive objects for others use and pleasure. So, in the novel Zoraid Reuter wants to disprove and dismantle the patriarchal conventions in order to get freedom and distinct identity in the society. For it she fights and struggles in her life to prove herself as a strong and

capable woman of making her own position and status in the society being a head minister of school.

The another important female character of the novel Francis Evan Henri, who is challenging the traditional society as reacting against it and refusing to accept the traditional masculine roles by creating herself autonomous identity in the society. After encountering lots of hardships and challenges in their life, she gets liberty, independent and pursuit of happiness in her life. She explores to different parts of Belgium in search of job which is against of Victorian rules. She works as lace -mender and tutor. She never surrenders in front of males, though she faces with very miserable condition. She works hard for her own identity. After marriage too, she never compromises with her duty. In the home too, she becomes success to manage as a perfect housewife and mother. But she never surrenders in front of her husband for the sake of feminist movement. In order to challenge the patriarchal society, she focuses on women emancipation and empowerment of it, which leads them towards the path of their independent .For it, Henri emphasis on the ideas of self -motivation, self- esteem, self-confidence and self-determination which uses the essential tools and weapons to their succession and great achievement.

To sum up, the female characters of this novel as the narrator's mother, Aurelia, Adcle, Juanna, Trista, Isles, Zoraid Reuter and Frances Evan Henri have shown the dignity of women and they have become the pillars of their family as well as the whole societies of human civilization. They become the career sisters, mothers and wives who are also the breadwinner of their family, at the same time they are the stream of freedom and women's liberation. In such a way they are epitomized of the society who provoke knowledge and possibilities of freedom to all of us in order to overcome the darkness of patriarchal unjust ideology where women are forced to be trapped in the circular path of patriarchal norms and values.

### Works Cited

- Bentley, Phyllis. "Introduction" *The Professor of Tales From Angria* Ed. G.F. Maine: Great Britain: Collins Type Press, 1953. 34-44.
- Brammer, M.M. "The Manuscript of The professor". *The Review of English Studies*. Ed. Pelet Alexander and Norman Davis. London : the Clarendon Press, 1960. 157-70
- Bronte, Charlotte's *The Professor* London:Scholar's Press, 1994.
- Carl, Palsa: *The Journal of Narrative Theory*. (Winter ;2000): pp 1-28.
- Cohen, William: *Nineteenth –Century Literature* (March 2003) pp.443-476.
- De Beauvoir, Simon. *The Second Sex*. New York: Alfred a Knopf. Inc. 1970.
- Gerin, Winfred. *The Brentesll the Creative Work*. Ed. Lan Scott Kilvert. Harlow: Longman Group, 1974.
- Melon, Catherine. *The Review of English Studies*, New (May, 1996): 175-187.
- Momberger, Philip, *ELH* (Sep. 1965) pp. 349-369.
- Tillotson, Kathleen. Ed. *Novels of the Eighteen. Forties*. Great Britain: OUP, 1962.
- Tyson, Lois. *Critical Theory Today: A User. friendly Guide*. New York: Rutledge.2006.
- Wollstonecraft, Mary. *A Vindication for the Rights of Woman*. BOSTON: PETER EDES, 1792.
- Woolf, Virginia. *A Room of One's Own*. New York: Harcourt Brace & Co, 1989.