

## Study guide

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Stanley, Matthew. *Huxley's Church and Maxwell's Demon*. Chicago And London, The University of Chicago Press, 2015, pp. 242-263. In this final chapter, Stanley describes how Huxley and the naturalists “won” over against the conception of science advocated for by theists such as James Clerk Maxwell.

1. How were Huxley and the other members of the so-called X-Club able to overthrow the centuries-old tradition of theistic science in Britain and, later, in America?
2. How did Huxley’s naturalistic outlook penetrate the universities? What effect did the 1870 Elementary Education Act have? What role did “exam mania” and the textbooks that prepared students for the examinations play? What role did state education play?
3. Why were Huxley’s publications accepted by both theists and naturalists?
4. Who is Michael Faraday and what was his scientific outlook? In particular, did Faraday believe that science and religion were *connected* or absolutely *distinct*? How did Faraday’s colleague and friend, John Tyndall, re-interpret Faraday’s scientific outlook, and to what end?
5. What is the difference between an “amateur” and a “professional”? How did this distinction allow Huxley to reframe the history of biology and, more generally, the history of science?
6. What role, if any, do social and political changes in Britain play in the secularization of science during and after the Victorian period? Who were some of the individuals who were responsible for spreading Huxley’s ideas in America? Do you recognize any of these names?
7. What do you think: is methodological naturalism a superior way to do science? If so, then what is it that makes Christian education *Christian*? Is it the content of the teaching, the moral character of the teachers and students, or something else?