

January 30, 2026

*Submitted via email*

Senator Hildy Angius  
Chair, Senate Education Committee  
Arizona Senate  
1700 W. Washington St.  
Phoenix, AZ 85007

Re: Call to Reject SB 1025

Dear Chair Angius:

The Center for Inquiry (CFI) writes to urge the Senate Education Committee to vote against SB 1025. **This bill untenably mandates the teaching of “intelligent design” in Arizona’s public schools.**

CFI is a national nonprofit organization dedicated to advancing science, reason, and secularism in American law and policy. We have numerous supporters in Arizona.

Problematic Elements of the Bill

SB 1025 provides: “Notwithstanding any other law, a public school may provide instruction in evolution by natural selection only if the school provides concurrent instruction in intelligent design.”

CFI’s Analysis

**CFI opposes this legislation for two primary reasons: (1) it is poor educational policy, and (2) it violates clear legal precedent against the teaching of intelligent design (or “creationism”) in America’s public schools.**

Intelligent design is a religious concept holding that evolution is the work of a supernatural force or being. Intelligent design is not scientifically based, positing instead that certain features of the universe and of living things are best explained by an intelligent cause or agent. There is no evidence that this claim is true, whereas the theory of evolution through natural selection is one of the most tested claims in science. All biological science that has been discerned points in a single direction: toward evolution being the mechanism to explain the diversity of species on earth.

Given the religious bent inherent in teaching intelligent design, federal courts—including the U.S. Supreme Court—have made clear that permitting such instruction in taxpayer-funded, public institutions is in violation of the Establishment Clause of the First Amendment. In *Edwards v. Aguillard*, 482 U.S. 578 (1987), the Supreme Court struck down a Louisiana law



requiring the “balanced treatment” of evolution and “creation science” in the public school setting. More recently, a federal district court in Pennsylvania prohibited the teaching of intelligent design, which the court labeled as “nothing less than the progeny of creationism.” *Kitzmiller v. Dover Area School District*, 400 F. Supp. 2d 707 (M.D. Pa. 2005).

Based on these legal precedents, the Arizona legislature risks costly, embarrassing, and time-consuming litigation if it were to enact SB 1025 into law.

Nor are the bill’s proponents shy about revealing the true intentions of SB 1025. Senator David Farnsworth (R-Mesa), who introduced the bill, states: “If it were up to me, I would just call it creationism.”<sup>1</sup> Senator Farnsworth also declares: “**I honestly think that people that don’t think that we were created by God are not very intelligent individuals themselves. I believe the best evidence is if we pray and ask God what the truth is, along with our diligent study**” (emphasis added).<sup>2</sup> There is no doubt that SB 1025 is intended to advance religious beliefs in Arizona’s public schools.

Conversely, Senator Mitzi Epstein (D-Tempe) states: “I think that understanding the scientific method is something that maybe we should request lawmakers to learn before they write bills.”<sup>3</sup> Senator Epstein adds: “Evolution is a product of scientific method. I don’t know what intelligent design is the product of.”<sup>4</sup> Senator Epstein’s colleagues in the Arizona legislature would do well to share her skepticism of this bill.

In addition, SB 1025 represents poor educational policy because allowing valuable class time and school resources to be taken up with discussion of intelligent design—rather than teaching students about evolution, based in biological science—does Arizona’s students a major disservice. **How are students in your state to accurately learn biology, prepare for college, and aim for a potential career in the natural sciences if they are instead instructed in religious dogma?** Moreover, SB 1025’s impact is made even worse by the fact that the bill completely hinges the teaching of evolution on a school’s willingness to allow instruction in intelligent design.

Evolution is the only comprehensive scientific theory to explain the biological world that is supported by overwhelming evidence and accepted by the scientific community.

Scientific theories are factually grounded scientific consensus that has been tested and borne out as true, over and over. All scientific theories—such as gravity, plate tectonics, evolution by natural selection—have solid proof behind them. Intelligent design does not meet this exacting standard.

Arizona’s students, families, and communities deserve better than to have a religious belief masquerading as science in their classrooms. **It is incumbent upon the Arizona legislature to**

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<sup>1</sup> [www.themesatribune.com/news/mesa-senator-make-schools-teach-intelligent-design/article\\_73e24646-4e27-4af2-953f-ad5e0b69b925.html](http://www.themesatribune.com/news/mesa-senator-make-schools-teach-intelligent-design/article_73e24646-4e27-4af2-953f-ad5e0b69b925.html)

<sup>2</sup> *Id.*

<sup>3</sup> [https://tucson.com/news/state-regional/government-politics/article\\_ed7b6e86-8023-468f-bb0b-73ead63c0d17.html](https://tucson.com/news/state-regional/government-politics/article_ed7b6e86-8023-468f-bb0b-73ead63c0d17.html)

<sup>4</sup> *Id.*



**provide better policy to set them up for success and allow students to reach their fullest potential.**

Conclusion

For the reasons provided in this testimony, CFI urges the Senate Education Committee to vote against SB 1025. Thank you for your time.

Sincerely,

A handwritten signature in black ink, appearing to read 'Azhar Majeed', written in a cursive style.

Azhar Majeed  
Director of Government Affairs and Policy

cc:  
Members, Senate Education Committee