

Appendix table 7-3  
**Leading source of information about specific scientific issue: 2001**

Respondent characteristic	Newspaper	Magazine	Internet	Books/ other print	Television	Radio	Government agency	Family	Friend/ colleague	Other	Do not know	Sample size
												Percent
All adults .....	4	8	44	24	6	—	—	—	1	8	5	1,574
Male .....	4	9	45	22	6	—	—	—	1	8	5	751
Female.....	2	8	43	26	6	0	1	1	—	8	5	823
Formal education												
Less than high school.....	3	5	26	29	13	0	0	1	1	9	12	116
High school graduate.....	3	7	45	25	6	0	—	—	—	8	4	834
Baccalaureate .....	3	13	55	18	3	—	1	—	0	7	1	393
Graduate/professional degree.....	2	13	55	21	1	0	—	0	1	6	1	221
Science/mathematics education <sup>a</sup>												
Low.....	4	8	33	28	9	0	—	1	1	8	7	674
Middle.....	2	7	53	23	4	0	—	—	—	8	2	469
High .....	2	12	60	15	2	—	1	—	1	8	0	431
Attentiveness to science and technology <sup>b</sup>												
Attentive public .....	3	11	47	25	5	0	0	0	—	5	2	195
Interested public.....	2	10	49	23	7	0	—	—	—	6	2	755
Residual public.....	4	6	38	25	6	—	—	1	1	11	8	624

— less than 0.5 percent responded.

<sup>a</sup>Low = five or fewer high school and college science/math courses, middle = six to eight courses, high = nine or more courses.

<sup>b</sup>Attentive = very interested in the issue, very well informed about it, and a regular reader of a daily newspaper or relevant national magazine. Interested = very interested but not well informed. Residual = all others. Classifications encompass new scientific discoveries, inventions, and technologies.

NOTES: Percents may not sum to 100 because of rounding. A few respondents did not provide information about highest level of education. Responses are to the following question: *If you wanted to learn more about a scientific issue such as global warming or biotechnology, how would you get more information?*

SOURCE: National Science Foundation, Division of Science Resources Statistics, Survey of Public Attitudes Toward and Understanding of Science and Technology, 2001.

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