that one is simply having difficulty with the starting assertion.

Reference

1. W. A. Harrison, *Applied Quantum Mechanics*, World Scientific, River Edge, NJ (2000).

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Authors Singh, Belloni, and Christian demonstrate how visualizations can help students learn some of the most difficult and counterintuitive principles in the physics curriculum. But as two surveys have shown, there are broader roles for computation in that curriculum that ought to be, but currently are generally not being, used to help prepare physics students for their likely work environments.

An August 2002 survey by the American Institute of Physics (available at http://aip.org/statistics/trends/reports/bachplus5.pdf) looked at physics bachelor graduates in the nonacademic workplace at least five years beyond their graduation. The results revealed a significant gap between their computational preparation as undergraduates and the computational demands of their work. The AIP survey does not detail these demands, but from my own experiences in engineering research and development environments, I've found that they include constructing and validating numerical models as well as interpreting results from running those models. In short, holders of physics bachelor's degrees must be able to think about their physics in computational terms.

The other survey, completed by Robert Fuller from the University of Nebraska–Lincoln, provides some answers to how much computation is included in today's physics curricula of colleges and universities nationwide. The answers indicate wide variability in the degree of computation amid a widespread agreement by faculty on the importance of integrating computation into their courses. Fuller concludes that physics departments in the US generally acknowledge the need for more computation in their curricula, but most are not meeting the need in a systematic way. This gap—between acknowledged need and community response—is consistent with AIP's survey findings. The September/October 2006 issue of *Computing in Science and Engineering* gives Fuller's report and provides some examples of possible ways to close the gap. They include the "lone wolf" who is the sole interested person in the department; the "persuasive pioneer," implementer of a full computational physics undergraduate major; and a range of cases in between.

I believe the physics community needs to reconceive the canon of the undergraduate physics curriculum to include a significant role for computation. Whether or not they learn their physics principles with computation embedded, students will need to put their knowledge to productive use in their work. Today that usually means through computation.

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In their article "Improving Students' Understanding of Quantum Mechanics," the authors present the following survey question: "By definition, the Hamiltonian acting on any allowed state of the system Ψ will give the same state back, i.e., $H\Psi = E\Psi$. . . . Explain why you agree or disagree." This wording appears to be ambiguous, since an "allowed state of the system" seems to connote an eigenstate. Perhaps better wording would be "the Hamiltonian acting on any wavefunction Ψ," or even better, "acting on a wavefunction Ψ in Hilbert space," rather than referring to the state as "allowed."

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I have found the recent articles on improving physics education very helpful—please keep them coming! Although I am a physics undergraduate looking toward a future in research, such articles have influenced me at least as much as your articles on physics innovations.

I was very lucky to have an outstanding advanced placement physics teacher. His explanations and guidance were simple yet effective, and he led the class through his entire thought process when working out examples. Although most of the students were not going into physics or engineering, almost all were able to understand the material. His brilliant instruction was one of the factors that made me choose to be a physics major.

On the other hand, I am privy to the horror stories of my friends taking introductory physics for science majors under other instructors. The range of experiences, from stunning to devastating, have encouraged me to focus on teaching as well as research. Please, keep the physics education articles coming. At a time when our country is facing a lack of science education, how physics is taught may be one of the most important areas to study.

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Singh, Belloni, and Christian reply: We appreciate the number and quality of the responses to our article. They indicate a strong interest, which we share, in the teaching of upper-level courses such as quantum mechanics. Our article focused on the concept of time evolution to illustrate a variety of difficulties students face; we barely scratched the surface of the breadth and depth of teaching and learning issues in a standard quantum mechanics course.

We value highly the perspectives on fundamental issues from Robert Griffiths and Travis Norsen, who raised similar concerns from different viewpoints. Foundational issues in quantum mechanics are not emphasized in most undergraduate or graduate quantum mechanics curricula. Griffiths has argued that the lack of proper grounding in foundational issues is the source of many student misconceptions in quantum mechanics. The consistent histories approach[1] or Bohm's interpretation[2] may be conceptually "cleaner," but our research has shown that many of the difficulties—for example, the confusion between the time-independent and time-dependent Schrödinger equation—are not foundational but conceptual.

As a practical matter, non-Copenhagen interpretations are not widely incorporated in quantum mechanics textbooks. We have argued that there are ways to improve student understanding within the current framework—surely, these general methods will work if and when the physics community has collectively adopted new ways of thinking about quantum mechanics.

Physics education research is well-established now, and a controlled study involving two quantum mechanics classes taught by the same instructor might be worthwhile. One class could use the standard Copenhagen interpretation while the other uses the consistent histories approach. An important question, then, is this: If both classes cover approximately the same amount of material and students in both classes are given the surveys we have developed, do students in one class significantly outperform those in the other? In addition to the written surveys, a subset