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pass on for what it is worth is that the students gain far more from a course if they can be provided with computer subroutines for a few of the standard methods, with which they can perform simple experiments for themselves, to see for example how badly the steepest descent method handles Rosenbrock's problem, and so on.

In addition to the worked examples, each chapter is terminated by a set of questions which aim to not only illustrate but also extend the material in the