Then $0 = \dfrac{1}{(2n)!} - \dfrac{1}{1!\,(2n-1)!} + \dfrac{1}{2!\,(2n-2)!} - \ldots +$

$$(-1)^{n-1}\dfrac{1}{(n-1)!(n+1)!} + (-1)^n\dfrac{1}{n!n!} + \ldots$$

$$(-1)^{n-1}\dfrac{1}{(n+1)!(n-1)!} + \ldots + $$

$$\dfrac{1}{(2n-2)!2!} - \dfrac{1}{(2n-1)!1!} + \dfrac{1}{(2n)!}.$$

Regrouping the terms gives

$$\dfrac{1}{(2n)!} - \dfrac{1}{1!(2n-1)!} + \dfrac{1}{2!(2n-2)!} + \ldots + (-1)^{n-1}\dfrac{1}{(n-1)!(n+1)!} +$$

$$(-1)^n\dfrac{1}{2(n!)^2} = 0.$$

Multiplying by $(-1)^n$ and adding $1/(n!)^2$ yields the required sum of the given series.

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A LETTER TO THE EDITOR

I have a few suggestions to make:

(a) a mathematics workshop be opened whereby members can hold discussions, instructive sessions, problem evaluations, etc., at least once a week. Otherwise disinterest and mental asthenia in the mathematical field may develop due to lack of exercise in active problem-solving and exposure to interesting aspects of mathematics known as "mathematical recreations", which is a very wide field that encompasses all branches of knowledge. A lecture once a month is too static with very little member participation. A lecture room may be assigned exclusively for the use of the Society at approved hours of the day or night and for members to congregate and discuss subjects of common interest. In this connection, adequate means of communication between members is vital. The telephone and the surface mail are two of the best ways of doing it. There should be more intimate relations between members as far as mathematical discussions are concerned, because some day mathematical discoveries may result from these discussions.

(b) a compilation of basic mathematical symbols be set up in all lecture, problems, discussions, etc., within the Society's framework. This compilation can be sold to members (and to all schools);

(c) a basic compilation of mathematical theorems, principles, etc., which can be identified and referred to by paragraph number. This is very useful in explaining the steps taken in solving a problem by just referring to the principle involved instead of repeating it at length. In this way, explanations can be cut short and members can get a full explanation of the principles involved from this compilation of basic mathematical truths. This will be useful also in schools where weak students are lost in the intricacies of a problem because they miss certain basic principles.

A.D. Villanveva

[The starting of a column on "mathematical recreations" is being considered. However, the compilation of basic mathematical symbols and theorems is not considered practical at this moment, due to a shortage of funds.

The *Medley* itself is a medium for promoting and propagating interest in mathematics. It brings to its readers (1) expository articles (at the school level as far as possible) on contemporary mathematics, renowned mathematicians and their works, (2) interesting mathematical problems which are easy to state but not so easy to solve, (3) articles on mathematical education - teaching experience, methods of teaching and related topics (the *Medley* welcomes such articles from school teachers), and (4) mathematical games.

Completing its third year of publication, the *Medley* intends to make more improvements and meet the increasing needs of its readers. — Editor]

Tay Yong Chiang