1092-97-382 **Zvezdelina E Stankova*** (stankova@mills.edu), 5000 MacArthur Blvd, Department of Mathematics & Computer Science, Mills College, Oakland, CA 94613. *The Math Circles are of Eastern European origin; but are they a U.S. phenomenon nowadays?*

When in 1998 the Berkeley Math Circle (BMC) started, I knew of only two other circle in the US: in Boston and San Jose. Each of these three original math circle were tightly connected with a university. Nowadays, one can find hundreds of math circles in the US through the National Association of Math Circles and the Math Circles for Teachers and Students Association. Still, the majority of them do depend on university resources. What made math circles so important back in Eastern Europe has been transformed and incorporated over the last 15-20 years into the challenging educational landscape of the U.S. In spring '98, after a successful math circle workshop at MSRI for SF Bay Area teachers a poll was taken to see how many teachers were ready to start a math circle at their school. The hands raised were ... 0. How many hands would be raised today? From the 50 instructors who will deliver the 100 sessions for 5-12th graders at the BMC in 2013-2014, 20 are visiting researchers, 20 are local university faculty and students, 6 work in the industry, and only 3 are high school teachers. Can we, as mathematicians, use the scarce time but infinite enthusiasm and intellectual power of math faculty to increase the number of teachers ready to start their own math circles? (Received August 14, 2013)