

For a mathematics education pro social justice... Bia, eternal memories!

I stand by the purity of the children's answers: It's life, it's beautiful and it's beautiful ... To live! And not be ashamed of being happy. To sing and sing and sing the beauty of being an eternal apprentice...

(Gonzaguinha)

The international community of mathematics educators is in mourning! On September 21, 2015, we prematurely lost a great Brazilian mathematics educator with international recognition: Dr. Beatriz Silva D'Ambrosio. Bia, as she was affectionately called by her friends, daughter of a mathematics educator as well, Dr. Ubiratan D'Ambrosio (Unicamp/USP), made her own way as a great teacher, researcher, trainer of teachers and new researchers in the field of mathematics education. At 27 years old she received her doctorate in mathematics education at the Indiana University Bloomington (1987) and had been teaching at the University of Campinas (IMECC), Brazil, until 1989, when she moved permanently to the United States and worked in North American universities. Recently, she was a Professor of Mathematics Education at the Miami University Oxford, Ohio, USA.

REVEDUC is also in mourning. As a member of the Editorial Board of this journal since 2011, Dr. Beatriz D'Ambrosio had contributed to our magazine to be better qualified and made it possible for researchers published here to be known by US researchers.

On a trajectory marked by respect, humility and ethical conducts, Bia developed the research on mathematics education of children and adolescents; she actively participated in various scientific communities, research and study groups, events and projects that prioritized a mathematical education for everyone.

The "humility of knowledge," a Ubiratan D'Ambrosio term, appears to be a family inheritance: Bia and her brother Alexandre attribute to Ubiratan the same characteristics evident in Beatriz's posture: "humility before the diversity of the universe; the awareness that our worldview is only one among many possible understandings; and courage to pursue our dreams".

"*The beauty of being an eternal apprentice*" may be the second biggest lesson left by Bia: to always listen, learn from what children, young people, teachers, our colleagues, the authors, have to tell us - "*I stand by the purity of the children's response*".

Respect for human beings, to hear and tell them a word or phrase; to gently expose her opinion, her way of thinking, and the questions she asked herself. Joy with the achievements and indignation with prejudice and discrimination. Bia... so simple was the way she shared her stances and at the same time, so deep in her own arguments and thoughts. Her great formative role inspired new teachers and trainers to take a mathematics education for peace and social justice. Her belief and confidence in human beings empowered those who lived with her: teachers and future teachers shared their experiences and believed even more in their own possibilities to teach mathematics. Trainers and researchers believed that only a partnership with other

teacher or future teacher would enable them to know and investigate the educational processes. Her latest work, co-authored with Dr. Celi Espasandin Lopes, compose a collection published in Brazil, which focuses on what they had been calling “creative insubordination” in mathematics education or “responsible subversion”: teacher and researchers’ practices that, in an insubordinate way, but with discernment, are opposed to prescriptions with “no pedagogical sense,” of the educational bureaucracy and of the public policy. In Bias’ words: “In education, the actions of creative insubordination are political acts, in which teachers act to prioritize their students’ learning, thinking and implementing new possibilities in their classes”.

In her last text, written for the conference she could not attend (*16º Encontro Colombiano de Matemática Educativa*), Bia defends the “mathematics education like a training and development of a future generation able to work together to solve the problems of today’s world, characterized by inequality and social injustice. Mathematics’ classrooms must be transformed to achieve this goal. This transformation requires a subversive responsible attitude from the Maths teacher. I will justify the importance of this position for the development of an ethical, solidary, collaborative and creative student and the consequent possibility of imagining a world in which everyone lives with dignity”.

May you rest in peace, our dear friend. Surely you left us with many memories and great wisdom!

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