

Acknowledgements

First and foremost I wish to acknowledge the guidance, insight, and inspiration provided by my former professor and continual mentor, Nancy Hornberger of the University of Pennsylvania. As my dissertation supervisor as well as the co-editor of the Bilingual Education and Bilingualism series for Multilingual Matters, her influence, both intellectual and editorial, has enriched and improved nearly every page of the text. I feel extremely lucky to have had her as a model of a careful scholar, prolific writer, and compassionate teacher. Colin Baker of the University of Wales at Bangor, co-editor of the series with Nancy, is to be credited not only for his warm encouragement and many helpful suggestions that improved the book, but also for his lightening quick turn-around time.

In addition to this mighty twosome, over the last few years I was lucky to find a small group of astute and insightful readers who unselfishly waded through rough drafts of the manuscript. Nancy Dorian of Bryn Mawr College provided pages of detailed commentary which motivated me to rethink some basic arguments and which undoubtedly improved the text. Leena Huss of Uppsala University shared her experiences with Sami revitalization in Scandinavia; these keen insights are also reflected in the book. Charlotte Basham of the University of Alaska at Fairbanks had a peculiar knack for asking the right questions at the right time which helped me clarify both my thinking and writing on several key issues. And Carol Benson of Stockholm University deserves more than a sentence of thanks for several early readings of the first few chapters.

Assistance at various stages of the research project was provided by a scholarship from the Language in Education Division of the University of Pennsylvania; a Foreign Language and Area Studies (FLAS) Award from the Fulbright Foundation; a fellowship from the Office of Bilingual Education and Minority Language Affairs of the U.S. Department of Education; and a Research Challenge Grant from New York University's School of Education. In addition, Ruth Moya of the University of Cuenca and Miguel Contento and Miguel Angel Vacacela Quishpe of the Indigenous Directorate of Intercultural Bilingual Education of Loja provided essential assistance in accessing the research site and securing my visa.

The final drafts of the book were written while I was a visitor at the Centre for Research on Bilingualism at Stockholm University during the 1998–99 academic year. I am grateful to Kenneth Hyltenstam and other members of the Centre for providing me with a physical and intellectual space which was both stimulating and serene. This visit was made possible in part through a grant of a special leave from New York University's School of Education.

A number of non-Saraguro, Saraguro-experts enriched my study of Saraguro and my experiences in the region. Archeologists Dennis Ogburn and Elizabeth Bravo, and ethno-musicologist Nan Leigh Volinsky kindly shared their preliminary findings with me. Linda and Jim Belote of the University of Minnesota, anthropologists who have spent decades in Saraguro, provided me (and many others) with a rare longitudinal glimpse of changes which have taken place in the region, as well as their encouragement and friendship. In addition, Jim kindly shared his detailed maps of Saraguro which appear in Chapter 2. I am also grateful to Melina Selverston, a political scientist from Columbia University, who allowed me to tag along as she conducted her own dissertation fieldwork in Ecuador in 1993; her generosity introduced me to Saraguro and provided me with key contacts in the area.

Finally, my deepest gratitude lies with the many Saraguros who opened their homes and shared their lives with me. I am indebted by the kindness and friendship extended by many people in and around the two communities where I worked. Their generosity made this project possible.