Introduction
In the aftermath of the occupation of Tibet, schools were established in exile for young Tibetans to express and freely learn about their cultural heritage. This study's purpose is to examine the relationship between Tibetan youth identity and children's literature through the lens of libraries and education, and it consists of two parts:

- 20 interviews with Tibetan teachers, librarians, and educators.
- 3 cultural storytime sessions with TCV students, aged 8-12, where students listened to and ranked a story out of 10 points and answered a survey about reading habits and demographics.

Data
Below shows the results for the cultural storytime sessions.

<table>
<thead>
<tr>
<th>Story</th>
<th># of Students</th>
<th>Avg. Age</th>
<th>Avg. Story Rank (10 pts.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Small Lie” from Arabian Nights</td>
<td>21</td>
<td>10.5</td>
<td>9.57</td>
</tr>
<tr>
<td>Dreamseekers (Tibetan origin)</td>
<td>21</td>
<td>8.5</td>
<td>9.52</td>
</tr>
<tr>
<td>Pele the Fire Goddess</td>
<td>23</td>
<td>10.4</td>
<td>8.52</td>
</tr>
</tbody>
</table>

Results
- Students seemed to identify slightly less with the Hawaiian story, likely because of lack of cultural exposure.
- Educators noted need for increased publication/quality of Tibetan children's books.
- Reading habit has increased with each generation since the occupation of Tibet.
- There exists a need for Tibetan institutes of higher learning.
- Diaspora continues to affect Tibetan identity.
- Storytelling formats are shifting from oral to written form.

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