

Cultural Identity in Contemporary Children's Literature: A Jungian Archetypal Analysis of *A Lucky Chinese New Year*

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"Start children off on the way they should go, and
even when they are old they will not turn from it"
— Proverbs 22:6 (NIV)

ABSTRACT

This research investigates how archetypes within children's literature not only reinforce cultural traditions and values in collective unconsciousness of individuals, but also emphasize the role of family unity and generational continuity in maintaining cultural heritage in a modern, globalized context in the preservation of cultural identity within the children's book "*A Lucky Chinese New Year*." By analyzing the Hero, Child, and Caregiver archetypes as embodied by the characters, the primary Jungian theory used in the analysis is Carl Jung's *Archetypal Theory* (1959), particularly focusing on the *collective unconscious* and *universal archetypes*. Meanwhile, *Confucianism* theory by Tu Weiming (1985) was used as the secondary theory to discuss cultural context. The study reveals how these archetypes support the themes of cultural preservation, renewal, and family unity. As the results: **1)** Lily's actions embody the *Hero's journey*, demonstrating how even small actions by young individuals can significantly contribute to maintaining cultural traditions; This reinforces the idea that cultural preservation is a collective effort that transcends age. **2)** The *Child archetype* in Lily symbolizes new beginnings and the continuity of cultural practices across generations, emphasizing the role of the younger generation in sustaining and revitalizing traditions and reflecting a cyclical pattern of cultural renewal. **3)** The *Caregiver archetype*, embodied by Lily's family, highlights the importance of family support in upholding and transmitting cultural heritage. Together, these archetypes illustrate the interconnectedness of individual and collective efforts in creating narratives with similar themes to ensure the cultural traditions are preserved and passed down to future generations; this demonstrates the powerful role of children's literature in cultural preservation.

Keyword: *Children's Literature, Archetype, Jungian, Carl Gustav Jung, Cultural Identity*

INTRODUCTION

Cultural traditions are pivotal in defining the identity and belief systems of communities globally. In China where Chinese New Year was first initiated is a deeply embedded cultural celebration, rich in traditions, taboos, and symbols that represent the values and aspirations of the people. Chinese New Year, also known as Lunar New Year, celebrated all around the world beyond borders with the wish of a good harvest to begin the

spring, has evolved in the modern era with other meanings, symbolizing luck, health and prosperity. Unlike other New Year's celebrations, the Chinese New Year involves a unique set of rituals, such as refraining from cleaning the house, cutting hair, or breaking objects, as these actions are believed to drive away good fortune. *"The unconscious is not merely a repository of repressed memories but a dynamic entity, housing archetypes that influence our thoughts, emotions, and actions in profound and often unnoticed ways."* (Jung, 1960, p. 62) According to Jung, the collective unconscious brings forth archetypal patterns that have been passed down through generations; even though individuals are explicitly unaware of the symbolic significance of their actions, they are nonetheless participating in the celebration that is deeply rooted in the unconscious mind, providing shared cultural values and beliefs. This connection to the unconscious ensures that these traditions are not only maintained but also deeply felt and meaningful, as they resonate with universal human experiences stored in the psyche.

Children's literature, which includes stories, books, magazines, and poems often acts as a medium, designed for passing cultural narratives to future generations, specifically young readers. *"A Lucky Chinese New Year,"* a children's book written by Susan Markowitz Meredith and illustrated by Julie Kim, offers a vivid portrayal of these cultural traditions through the eyes of a young girl named Lily. Although the book is concise, consisting of only 10 pages and 170 words, it covers the essence of Chinese New Year traditions and the importance of family in preserving cultural practices. The critical issue of preserving cultural identity and traditions, as depicted in the story, closely mirrors real-life experiences in many families and communities around the world. In today's rapid globalization era, many cultures face the challenge of maintaining their unique traditions while adapting to modern influences. Just as Lily and her family work together to uphold the customs of Chinese New Year, families in various cultures strive to pass down their heritage to younger generations, ensuring that their cultural practices and values are not lost.

Similarly to the story, how Lily repairs the lion costume to ensure the parade continues, families often make efforts to adapt and sustain cultural traditions, even when facing challenges or changes in their environment. This narrative highlights the universal significance of family roles in cultural preservation, reflecting the real-world condition of families who work to keep their cultural heritage alive, despite the pressures of modern life. The story revolves around Lily's anticipation and celebration of the Chinese New Year. She partakes in customary practices such as wearing red, a color symbolizing luck, and receiving a red packet of coins, believed to bring prosperity. The narrative reaches a crucial moment when Lily and her mother repair a torn lion costume, ensuring the success of the traditional lion dance during the New Year parade. This act of mending the costume symbolizes not just a physical repair but also the preservation of cultural continuity and good fortune.

In recent research by Smith and Patel's (2023) titled, *"Cultural Preservation and Identity Formation in Children's Literature: A Jungian Analysis of Archetypes in Global Folk Tales"* provides a comprehensive analysis

of global folk tales through a Jungian lens, it primarily focuses on traditional folk narratives without considering contemporary children's literature that deals with cultural celebrations in modern settings. This leaves a gap in understanding how current children's books, which reflect both traditional and modern cultural elements, utilize archetypes to influence cultural identity and preservation. Meanwhile, this research aims at filling that gap by analyzing how archetypes in contemporary children's literature, specifically in the context of Chinese New Year celebrations, contribute to cultural continuity and identity formation in today's rapidly changing world. By focusing on a specific cultural celebration and its representation in modern children's literature, this study expands the scope of Jungian analysis and offers new insights into the evolving role of archetypes in cultural preservation.

Through the lens of Carl Gustav Jung's Archetypal theory, "*A Lucky Chinese New Year*" can be analyzed to reveal the deeper psychological and cultural significance embedded within the story. The archetypes of the *Hero*, represented by Lily, the *Child*, and the *Caregiver*, portrayed by her family, highlight the universal themes of tradition, renewal, and the supportive role of family. This analysis highlights the book's importance in children's literature while also reflecting real-world cultural dynamics, making it a valuable resource for both educational and literary study.

One of the most fundamental terms is the archetype itself, which Carl Jung (1959) defined as universal, primordial symbols embedded in the collective unconscious that shape the way individuals perceive and interact with the world. Served as the building blocks of the human psyche, archetypes manifest in various forms, such as characters, symbols, and motifs in literature and myths. For example, in narratives like "*A Lucky Chinese New Year*," the *Hero*, *Child*, and *Caregiver* are archetypal figures that represent essential aspects of the human experience, guiding characters through their journeys and reflecting broader cultural values. Jung (1969) described it as a shared part of the unconscious mind that contains the memories, instincts, and experiences common to all humanity. These components are essential because it explains how certain symbols and themes recur across different cultures and time periods. The Hero archetype plays an important role in the collective unconscious that influences storytelling across cultures, featuring a character who experiences a transformative journey. Additionally, cultural symbolism refers to the use of specific symbols within a culture to convey deeper meanings. In Chinese New Year celebrations, the color red is a powerful symbol of luck and prosperity, deeply rooted in the collective unconscious and reflecting the community's shared values. By examining these archetypes, collective unconscious, Hero's Journey, and cultural symbolism; archetypal analysis reveals how literature and cultural practices are interconnected, providing insights into the universal patterns that shape human experience.

In this article, the issues presented in "*A Lucky Chinese New Year*," are explored on how the narrative aligns with Jungian archetypes and the broader implications for cultural preservation. This analysis seeks to show

how children's literature serves as an effective means for preserving cultural heritage and nurturing a sense of identity in young readers.

Binary Opposition

TRADITION	MODERNITY
The use of the color red, the lion dance, and the giving of red packets symbolize luck and prosperity, reflecting the traditional practices of Chinese New Year. <i>“It represents the deep-rooted cultural practices, symbols, and archetypes passed down through generations, emphasizing the continuity of cultural identity.”</i> (Jung, 1959)	The challenge of repairing the torn lion costume represents modern disruptions to tradition, requiring adaptation while still striving to maintain cultural continuity, <i>“symbolizes the changes and challenges brought about by contemporary influences, which can lead to the adaptation or erosion of traditional practices.”</i> (Smith & Patel, 2023)

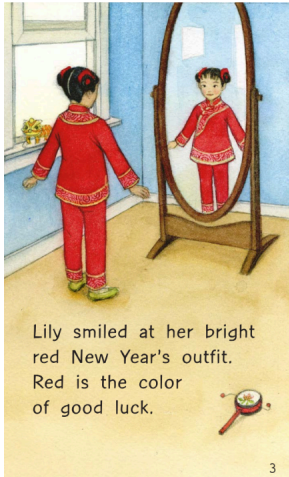
METHOD

This study utilizes a qualitative research design to analyze the children's book *"A Lucky Chinese New Year"* by Susan Markowitz Meredith, guided by Carl Jung's Archetypal theory. The analysis focuses on identifying key archetypes, such as the *Hero*, *Child*, and *Caregiver* and *cultural symbols* like the color red and the lion dance, to explore how these elements convey cultural values and contribute to the preservation of cultural identity. Data collection involves closely examining the book's narrative and consulting secondary sources on Jungian theory and cultural preservation in children's literature. The analysis will proceed by identifying and interpreting the archetypes and symbols within the story, considering their role in cultural transmission and how they resonate with the collective unconscious. The findings will be compared with existing literature to situate the study within broader academic discussions. The study focuses on a published literary work that is presented in an ensured respectful representation of cultural traditions. The study's scope is limited to the *archetypes* and *cultural symbols*, suggesting avenues for future research with multiple texts or alternative theoretical frameworks. Ultimately, this approach aims at highlighting how children's literature can be a powerful device for cultural preservation and identity formation in a globalizing world.

DISCUSSION

1. Hero Archetype and Cultural Preservation

The illustration of Lily admiring her reflection in a mirror while wearing a bright red New Year's outfit subtly introduces the beginning of a hero's journey. The bright red, a color often associated with good luck, also symbolizes energy, power, and courage: qualities essential to a hero. The mirror serves as a symbolic threshold, representing a boundary between Lily's current self and her future self, where she glimpses the hero she is about to become. Her innocent appearance and youthful demeanor suggest that she is at the start of her journey, embodying the archetypal *"innocent hero"* who begins with little experience but has the potential for significant



growth. The setting, with its warm and comforting colors, represents the "ordinary world" she will soon leave behind as she begins an adventure that will require courage, luck, and self-discovery. The Hero archetype in Lily significantly influences the preservation of cultural traditions in the narrative, particularly highlighted in the quote, "Lily smiled at her bright red New Year's outfit. Red is the color of good luck" (Meredith, n.d., p. 3). In this instance, Lily's embodiment of the Hero archetype is evident as she actively participates in the cultural rituals of the Chinese New Year. By choosing to wear the traditional red outfit, Lily not only honors the cultural symbolism of red as a color associated with luck and prosperity but also reinforces the importance of maintaining these traditions within her family and community.

Lily's role as the Hero is further underscored by her deliberate engagement with this cultural practice. In Jungian terms, *the Hero archetype often involves a journey or a set of challenges that lead to personal or communal growth* (Jung, 1968, p. 38). By embracing the cultural significance of her red outfit and smiling at her reflection, Lily is not merely following tradition passively; she is actively involved in the perpetuation of cultural values, ensuring that these traditions continue to be meaningful in the modern context. This action symbolizes her contribution to the collective effort necessary to preserve cultural identity, a crucial aspect of the Hero archetype.

Moreover, the Hero archetype in Lily exemplifies the idea that cultural preservation is a dynamic and ongoing process. As a young individual, Lily represents the future of her culture, and her actions in the narrative metaphorically illustrate the role that each new generation plays in sustaining cultural heritage. By embodying the Hero archetype, Lily becomes a conduit through which cultural traditions are not only preserved but also revitalized, guaranteeing their relevance for future generations.

The illustration portrays Lily actively engaging in the process of repairing a colorful lion dance head, a key symbol in many Asian cultural celebrations, while her mother offers guidance. This scene emphasizes Lily's emerging role in the hero archetype, as she takes on a responsibility crucial to the success of a communal event, demonstrating initiative and problem-solving: a hallmark of a hero's journey. The act of gathering materials to fix the lion head, a cultural artifact, signifies her contribution to cultural preservation, ensuring that the traditions and symbols of her heritage are maintained and passed on. The presence of other children in the background, practicing for what is likely a performance, highlights the collective effort in preserving and celebrating cultural traditions. Lily's involvement in the repair process indicates her growing sense of duty and connection to her cultural roots, reflecting a hero's commitment to a cause greater than themselves. This scene captures both the personal growth of the young hero and the importance of cultural preservation through active participation and responsibility.

The Hero archetype in Lily significantly influences the preservation of cultural traditions in the narrative, particularly through her proactive and problem-solving nature, as highlighted in, *"Quickly, Lily gathered some glue, paper, and paint"* (Meredith, n.d., p. 8). In this moment, Lily embodies the Hero archetype by taking immediate action to solve a problem that threatens the success of an important cultural event: the Chinese New Year parade. *"At the parade, the dancers did a special lion dance to thank Lily and her family."* (Meredith, p. 10) The torn lion costume, which Lily quickly repairs, symbolizes a potential disruption in the continuity of the cultural tradition. By stepping in to fix the costume, Lily ensures that the parade can proceed, thereby preserving a key element of the cultural celebration. In Jungian terms, *"the Hero archetype is often associated with overcoming obstacles and challenges to achieve a greater good."* (Jung, 1968, p. 38) Lily's quick response to the problem reflects the Hero's journey, where she takes on the responsibility of safeguarding her community's cultural traditions. Her actions are not just about fixing a physical object; they represent her role in maintaining the integrity and continuity of the cultural practice. This act of repair is a metaphor for the broader process of cultural preservation, where each generation must address and overcome challenges to keep traditions alive.



"We'll fix it while you practice," said Lily's mom. Quickly, Lily gathered some glue, paper, and paint.

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The psyche conflict that arises when Lily discovers that the red color, believed to bring luck, fails to prevent an unexpected negative event, such as the tearing of the lion costume, marks a pivotal moment in her psychological development. This conflict highlights the tension between her conscious belief in the protective power of cultural symbols and the unpredictable realities of life. According to Jung, *"such moments occur when unconscious elements, represented by the unforeseen event, disrupt conscious attitudes and beliefs, forcing an individual to confront deeper truths"* (Jung, 1959, p. 88). The tearing of the costume, despite the symbolic protection of red, can be interpreted as an encounter with the shadow aspect of Lily's psyche: those repressed fears and insecurities that challenge her reliance on luck alone. This confrontation serves as a catalyst for Lily's individuation process, where she begins to integrate the complexities of life into her understanding, moving beyond a simplistic reliance on cultural symbols. Through this experience, Lily learns that (Jung, 1968:238) true resilience lies not in the infallibility of symbols, but in her ability to creatively and resiliently respond to challenges, deepening her connection to her cultural heritage in a more mature and dynamic way.

Furthermore, Lily's role as the Hero in this context emphasizes the collective effort required to sustain cultural traditions. Her initiative to gather materials and repair the costume highlights the importance of active participation and responsibility in cultural preservation. This reinforces the idea that cultural traditions are not passively inherited but require ongoing effort and commitment from individuals, particularly from those who, like Lily, take on the role of the Hero in their communities.

2. Child Archetype and Cultural Renewal

This illustration depicts Lily engaged in a special family dinner, a key cultural ritual that symbolizes the transition from the old year to the new. The scene, with family members gathered around a table filled with traditional foods, highlights the significance of familial bonds and shared celebrations in maintaining cultural heritage. Lily's prominent position in the gathering suggests her emerging role within her family and community, reflecting the hero archetype as she actively participates in these meaningful traditions. Sharing a meal in Chinese tradition at new year's eve context represents unity, continuity, and the passing of cultural values from one generation to the next, with the presence of an elder family member serving as a bridge to the past. The festive decorations and atmosphere further emphasize the celebration of cultural identity, with Lily's involvement indicating her growing responsibility as a custodian of these traditions. Through this act, she not only connects with her heritage but also plays a pivotal role in preserving and continuing her culture, which is a primary element of the hero's journey: honoring the past while preparing to carry it into the future. The red banner hanging on the wall with the writing 龍馬精神 is a Chinese idiom that embodies the spirited energy (精神) along with red color that has similar meaning. and ambition of a dragon (龍) and a horse (馬). It symbolizes a dynamic and enterprising spirit, characterized by vigor, aspiration, courage, and determination. This powerful combination of qualities represents the archetypal hero's journey: the drive to overcome challenges, pursue one's goals with unwavering resolve, and embrace innovation and creativity. Inherently, it captures the essence of a strong-willed individual or group striving for greatness.



She joined her family for a special dinner. They said goodbye to the old year.

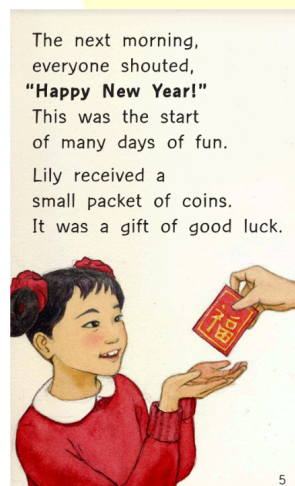
The Child archetype in Lily significantly reflects the theme of renewal and continuity in *"A Lucky Chinese New Year,"* as evidenced by the quote, *"Lily joined her family for a special dinner. They said goodbye to the old year"* (Meredith, n.d., p. 4). The Child archetype, *"represents new beginnings, potential, and the cyclical nature of life, which is closely tied to the concepts of renewal and continuity"* (Jung, 1969, p. 315). In this context, Lily, as the Child, symbolizes the future of her family's cultural traditions and the ongoing cycle of life that the New Year represents. By participating in the special dinner with her family, where they collectively say goodbye to the old year, Lily embodies the role of the Child who bridges the past with the future. This moment of passing knowledge and tradition from the old year to the new is a symbolic act of renewal, where the family acknowledges the past and prepares to embrace the new opportunities and challenges that the coming year will bring. The Child archetype in Lily reinforces the idea that each new generation plays a crucial role in sustaining and revitalizing cultural practices, ensuring that they are carried forward into the future. Moreover, the act of this celebration signifies saying goodbye to the old year and welcoming the new one is a ritual that underscores the

continuity of cultural traditions. As the Child, Lily represents the hope and potential that come with each new beginning, reflecting the cyclical nature of cultural renewal. Her presence at the dinner and participation in this ritual highlight the importance of involving younger generations in cultural practices to ensure that these traditions remain vibrant and relevant across time.

In this illustration, Lily is seen receiving a red envelope filled with coins, a traditional symbol of good luck during the New Year celebration. This act reflects the child archetype, representing innocence, openness, and receptiveness to the blessings and wisdom passed down from older generations. The red envelope, often given to children as a token of prosperity, highlights the themes of renewal and continuity. It signifies the beginning of a new cycle, with Lily embodying the future generation who will carry forward these traditions. Her joyful expression and the gesture of receiving the envelope indicate the passing of cultural values and the hope for a prosperous future. The exchange symbolizes the continuity of cultural practices, as each new year provides an opportunity to renew and reinforce these traditions. Lily's role as the recipient of this gift emphasizes the importance of the younger generation in maintaining and preserving cultural heritage, ensuring that the cycle of renewal continues unbroken.

The Child archetype in Lily vividly reflects the themes of renewal and continuity, particularly in *"The next morning, everyone shouted, 'Happy New Year!' This was the start of many days of fun"* and *"Lily received a small packet of coins. It was a gift of good luck"* (Meredith, n.d., p. 5). The Child archetype, as defined by Jung, symbolizes *"new beginnings, potential, and the cyclical nature of life"* (Jung, 1969, p. 315). Lily, embodying this archetype, represents the continuity of cultural traditions and the hope for the future that each New Year brings. In the first quote, the joyful exclamation of *"Happy New Year!"* marks the renewal that comes with the

start of the New Year. Lily's excitement and participation in this moment highlight her role as a carrier of these traditions into the future. The collective joy and anticipation of "many days of fun" reflect the cyclical nature of life and cultural practices, where each year brings new opportunities to celebrate and reinforce cultural identity. As the Child, Lily's involvement ensures that these traditions are not just remembered but actively lived and renewed with each passing year. The second quote, where Lily receives a small packet of coins as a gift of good luck, further reinforces the theme of continuity. *"The act of giving in Confucian tradition symbolizes the transfer of values and blessings from one generation to the next. It is through these symbolic acts that cultural continuity is maintained and reinforced"* (Tu, 1985, p. 64). The giving of red packets, or *"hongbao,"* (红包) is a traditional Chinese practice that symbolizes the



transfer of good fortune from one generation to the next. By receiving this packet, Lily is not only participating in a ritual of good fortune but is also being positioned as the future bearer of these traditions. The act of giving and receiving, especially within the context of the Child archetype, emphasizes the role of the younger

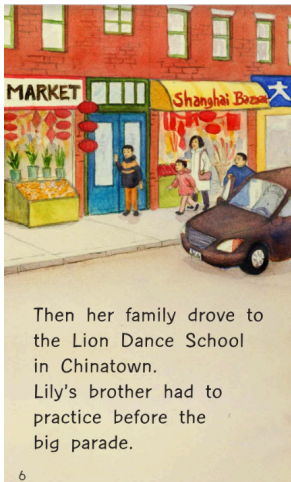
generation in sustaining and revitalizing cultural practices, ensuring that these traditions continue to thrive. These quotes collectively illustrate how the Child archetype in Lily reflects both renewal and continuity in the narrative. Her actions and experiences symbolize the ongoing cycle of cultural tradition, where each New Year offers a chance to renew commitments to cultural values and to pass these values on to the next generation.

The Child archetype in Lily, as depicted in *"Lily's brother rushed to put on his costume, but he stopped suddenly. His lion head was torn"* (Meredith, n.d., p. 7). This moment in the narrative, where the lion head is torn, presents a challenge that threatens the continuity of the traditional lion dance: a crucial element of the Chinese New Year celebration. The torn lion head symbolizes a break or disruption in the cultural tradition. The Child archetype *"embodies new beginnings, the potential for growth, and the capacity for renewal"* (Jung, 1969, p. 315). Lily's presence as the Child archetype is essential in this context. Her role in addressing and overcoming this disruption: by helping to repair the costume: illustrates the Child's connection to renewal. The act of fixing the torn lion head is not merely a physical repair; it represents the restoration and preservation of cultural continuity. As the younger generation, Lily and her brother are positioned as the future bearers of tradition. Moreover, the Child archetype's capacity for renewal is evident in how Lily and her brother handle the crisis. Their quick response and initiative reflect the resilience and adaptability required to sustain cultural practices in the face of challenges. This scenario underscores the idea that each generation must actively engage in the process of renewal to keep traditions alive, emphasizing the cyclical nature of cultural continuity where the old is continuously renewed through the actions of the young.

3. Caregiver Archetype and Family Unity

This illustration shows Lily's family arriving at the Lion Dance School in Chinatown, a scene that reflects the caregiver archetype and the theme of family unity. The family's collective journey to support Lily's brother in his lion dance practice highlights the importance of mutual care and support within the family unit. The parents, who have driven the children to the school, embody the caregiver role, ensuring that their children are not only participating in cultural traditions but are also being nurtured and guided along the way. The presence of the entire family, including Lily and her brother, highlights the idea that these activities are a shared experience, reinforcing the bonds between them. The vibrant setting of Chinatown, with its culturally significant shops and decorations, further anchors the family within their cultural community, emphasizing that their unity is intertwined with their cultural heritage. The act of the family coming together to prepare for an important event, such as the parade, illustrates how the caregiver archetype operates within the family, fostering a sense of belonging, cultural continuity, and mutual support.

The Caregiver archetype plays a vital role in supporting the Hero's journey and reinforcing the theme of family unity in *"A Lucky Chinese New Year,"* particularly in *"Her family said goodbye to the old year"* (Meredith, n.d., p. 4) and *"Lily's family drove to the Lion Dance School in Chinatown"* (Meredith, n.d., p. 5) is the Caregiver



Then her family drove to the Lion Dance School in Chinatown. Lily's brother had to practice before the big parade.

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archetype, “characterized by nurturing, support, and protection, often helping to create a safe environment that enables the Hero to fulfill their journey” (Jung, 1959, p. 20). The collective act of saying farewell to the old year is a ritualistic expression of family unity. It emphasizes the supportive role of the family, as they come together to honor and uphold cultural traditions. This unity and shared experience provide the emotional and psychological foundation that supports Lily, the Hero, in her role of preserving and engaging with these traditions. The family’s involvement in this ritual highlights their role as Caregivers, ensuring that Lily is not alone in her journey but is surrounded by the collective strength and continuity of her family. Meanwhile in “Lily’s family drove to the Lion Dance School in Chinatown,” further emphasizes the Caregiver archetype by showing how the family physically and emotionally supports

Lily’s participation in the cultural celebration. By driving together to the Lion Dance School, the family’s actions demonstrate their commitment to not only uphold the tradition but also to assist Lily in her role in the upcoming parade. This support is crucial for the Hero's journey, as it provides the necessary resources and encouragement for Lily to succeed in her task of repairing the lion costume and ensuring the continuity of the celebration. Together, these illustrate how the Caregiver archetype within the family creates a supportive environment that is essential for the Hero’s journey. The family’s unity and collective participation in cultural traditions reinforce the idea that the preservation of these traditions is a shared responsibility, and that the strength of the Hero is deeply rooted in the support and unity of the family as it shows how each family member contributes to the overall success of the cultural celebration. The mother’s supportive role is vital for maintaining the harmony and continuity of the family’s participation in the New Year festivities, ultimately allowing Lily to succeed in her journey as the Hero.

The Caregiver archetype in “A Lucky Chinese New Year” plays a crucial role in supporting the Hero's journey and emphasizing the theme of family unity, particularly when Lily's mom said, “We’ll fix it while you practice.” (Meredith, n.d., p. 7). In this moment, Lily's mother embodies the Caregiver archetype by offering both practical help and emotional support. By taking on the task of repairing the torn lion costume, Lily's mother alleviates the burden on Lily, allowing her to focus on her practice for the parade. This support is vital for Lily's Hero journey, where she is expected to overcome challenges to contribute to the community's cultural celebration. The Caregiver's intervention in this scenario ensures that Lily can continue her preparation without being overwhelmed by the additional challenge of fixing the costume. This act of caregiving not only facilitates Lily's success in her role as the Hero but also highlights the strength of family bonds and the importance of unity. “The family is the cradle of



“We’ll fix it while you practice,” said Lily’s mom. Quickly, Lily gathered some glue, paper, and paint.

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humanity and the core of moral education. In Confucian thought, the family serves as the primary environment where virtues such as diligence, respect, and responsibility are cultivated" (Tu, 1985, p. 42). The mother's willingness to step in underscores how family members work together to uphold traditions, reinforcing the idea that the preservation of cultural practices is a collective effort supported by the nurturing and protective roles within the family.

The tearing of the lion costume, despite the protective symbolism of red, can be seen as a manifestation of the shadow aspect of Lily's psyche. The shadow represents the parts of the psyche that are repressed or denied, often containing fears, insecurities, or unacknowledged truths. In this case, the shadow might symbolize Lily's latent anxiety or fear that luck alone is not enough to prevent bad things from happening. This confrontation with the shadow forces Lily to integrate this realization into her understanding of the world, acknowledging that even cherished symbols like red cannot control all outcomes (Jung, 1969, p. 21). The experience of encountering this conflict where a trusted symbol fails to protect, can serve as a catalyst for Lily's individuation process. Individuation involves integrating all aspects of the psyche, including the conscious and unconscious, and accepting that life is complex and not always governed by symbolic or cultural expectations. By facing this conflict, Lily is compelled to grow and adapt, learning that her strength lies not just in adhering to cultural symbols but in her ability to respond creatively and resiliently to challenges. This realization leads to a more mature and nuanced understanding of her cultural traditions and her role within them (Jung, 1968, p. 238).

The Caregiver archetype is central to supporting the Hero's journey and reinforcing the theme of family unity in *"A Lucky Chinese New Year,"* as illustrated by in, *"The dancers did a special lion dance to thank Lily and her family"* (Meredith, n.d., p. 10). In this instance, the Caregiver role is not limited to just one individual but extends to the entire family, who collectively support Lily in her efforts to repair the torn lion costume, ensuring the success of the parade. This archetype is embodied by Lily's family as they contribute to the cultural celebration, not only by helping her with the practical task of fixing the costume but also by creating an environment in which she can succeed in her Hero journey. The family's collective effort highlights the importance of unity in overcoming challenges and maintaining cultural traditions. The special lion dance performed in gratitude to Lily and her family symbolizes the recognition of their collective role as Caregivers. *"In Confucian culture, rituals are not just forms but are expressions of communal values that bring harmony and coherence to society. The act of participating in rituals reinforces the bonds of community and the transmission of cultural heritage"* (Tu, 1993, p. 56). This gesture reinforces the idea that the preservation of cultural practices is a shared responsibility, supported by the strong bonds within the family. It also shows how the Hero's journey is not undertaken alone; it is bolstered by the care and support of loved ones who help ensure that the cultural heritage is passed down and celebrated by the community. In essence, the Caregiver archetype, as manifested through Lily's family, highlights the theme of family unity. Their support enables Lily to fulfill her role as the

Hero, demonstrating that cultural traditions are preserved not just through individual efforts but through the collective strength and unity of the family.

CONCLUSION

The analysis of *"A Lucky Chinese New Year"* through the lens of Carl Jung's Archetypal theory reveals how the Hero, Child, and Caregiver archetypes work together to support the preservation of cultural traditions, emphasizing the crucial role of family unity in this process. The Hero archetype, embodied by Lily, illustrates how cultural traditions are not merely inherited but require active participation and responsibility from the younger generation. Lily's journey, from admiring her reflection in her traditional red outfit to taking proactive steps to repair the torn lion costume, symbolizes the ongoing and dynamic process of cultural preservation. Her actions demonstrate that the Hero's role is not only about overcoming personal challenges but also about contributing to the continuity of communal and cultural practices. The Child archetype in Lily reinforces the themes of renewal and continuity, crucial to sustaining cultural traditions. Her involvement in key rituals, such as the special family dinner and the receipt of the red packet, signifies the passing of cultural values and traditions from one generation to the next. These moments highlight how each new generation plays a vital role in revitalizing cultural practices, ensuring their relevance and vibrancy for the future. The Caregiver archetype, represented by Lily's family, plays a fundamental role in supporting the Hero's journey and maintaining family unity. The family's collective efforts, from helping Lily prepare for the parade to ensuring that cultural rituals are honored, demonstrate the strength of familial bonds in upholding and transmitting cultural heritage. The Caregiver's support enables Lily to fulfill her responsibilities as the Hero, underscoring the idea that cultural preservation is a collective effort, deeply rooted in the unity and cooperation of the family.

Overall, *"A Lucky Chinese New Year"* serves as a compelling narrative that showcases how archetypes function to preserve cultural identity, with each family member contributing to the collective effort. The analysis unveils the importance of active participation, renewal, and family unity in ensuring that cultural traditions are not only maintained but also preserved and passed down to future generations.

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