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E. Claiborne and Lora Robins: The Convergence of Two Selfless Heroes

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E. Claiborne and Lora Robins: The Convergence of Two Selfless Heroes

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Imagine receiving a gift of 50 million dollars. Further imagine that it is the year 1969, and accounting for inflation, that gift is equivalent to almost 350 million dollars (Friedman, 2015). What would this sum of money be worth to you? Would you pay it forward, spend it on yourself, or both? Would it mean more to you if that money came just in the nick of time, exactly when you would have died without it? For the University of Richmond, facing financial crisis and probable closure, that gift wasn't worth 50 or even 350 million. It was priceless.

In 1960s the University of Richmond was on the brink of disaster. Building maintenance had either been postponed or suspended, academic programs were starving, budgets were being cut, and professors' salaries were not even close to competitive. It was likely that the university would cease to exist and be absorbed into the Virginia's public system. The university's trustees board worked through possible scenarios, trying to decide what would come of the school's future; it was deemed that it would take a miracle to save the

school. Then, what happened next was unimaginable. One of the trustees sitting around the table leaned forward in his chair and asked, “Just what kind of a miracle?”

overview of this chapter

By coupling personal histories with theories of heroism, this chapter offers an analysis of how E. Claiborne Robins and Lora Robins inspired each other to become heroes, how they saved the University of Richmond with their supremely generous gift, and how they continued to lead a life of purpose thereafter.

We will begin our analysis with an overview of metaphors that can be used to describe heroes, and we will discuss Joseph Campbell’s (1949) monomyth of the hero’s journey and how it describes the Robins’ transformation into heroism. The following heroic stages of their journeys will be addressed: the familiar world, the departure, multiple challenges, the return, and significant people along the way who played a role in their journeys. Within these steps various heroism science theories will be introduced and applied where appropriate, and we will highlight some of the Robins’ particular heroic attributes and the peculiarities within their journeys.

The chapter will then transition to a more in-depth treatment of the Robins’ personal transformations, explaining why their dual metamorphosis is unique as well as how their greater societal contributions continue to endure today. Their personal transformations will in part be explained by drawing upon Allison and Goethals’ (2011) *great eight traits* of a hero, as well as the need for a hero to discover his or her missing inner quality. Just how the Robins transformed the community at the University of Richmond will then be discussed, taking into account their family’s more recent history of generosity and the Robins’ image as role models.

The conclusion will consider the importance of duo hero journeys, how they are intertwined, and why this case study of heroism is so significant. By evaluating more complex hero social structures as addressed by Allison and

Smith's (2015) taxonomy, an explanation will be offered concerning a duo's proficiency in accomplishing transformations as compared to a lone hero. The conclusion of this chapter will be concerned with whether metaphors or traits offered in the embodiment of others serve as an advantage for their peers to become heroes.

Hero Metaphors

To best understand E. Claiborne and Lora as heroes, we must first familiarize ourselves with the metaphors that social scientists have used as a basis for studying heroism. The earliest conceptions of heroes were those that emphasized qualities such as power, apotheosis, and masculinity. This description emphasized men's advantage in the heroic realm stemming from their greater physical prowess, prevailing patriarchal social forces, and restrictions placed on women (Allison, Goethals & Kramer, 2017). These values shaped social and political choices of heroes for millennia, and they still remain part of the hero archetype today.

A hero metaphor is a heuristic by which laypeople and scientists attempt to understand heroes and heroism. William James claimed the use of metaphors undergirds all human understanding, allowing for vivid examples that guide our interaction with the world. Carlyle's (1841) *great man theory* offered human agency as a way to explain why one takes heroic action or, as stated by Allison et al. (2017), that heroism derives from the motives and abilities of the hero, neglecting situational forces. Here the hero must take it upon herself to continue on her journey and find the determination to do so. However, this metaphor neglects situational influences and relies heavily on historical beliefs of heroism as operating within a social vacuum or as bestowed by gods.

A more modern and prominent metaphor, which is the focus of this chapter, is Campbell's (1949) *monomyth theory*. This theory proposed that heroism is a journey of growth and development. After analyzing ancient myths and epics, Campbell found that all of the ancient stories followed the same archetype or a prototypical hero path consisting of three phases: departure, initiation, and return. Heroes are first called to a journey that takes them away from the

security of their familiar world. At this point they are missing an important inner quality that will be revealed to them over the course of their journey. Examples of inner qualities are: humility, confidence, emotional intelligence, heart, or a fundamental truth about oneself or the world (Worthington & Allison, 2018). Heroes then experience trials and tribulations during which they receive assistance and learn from others. Only after discovering their missing inner quality can heroes successfully complete their mission. Upon completing their mission, heroes return to their original world and with their newfound knowledge of their inner quality, they are able to better society as a whole. In short, the hero's monomyth is a journey that encapsulates a transformative change of setting, self, and society (Allison & Goethals, 2017).

This monomyth became a springboard for multiple hero metaphors, including two devised by Franco and Zimbardo (2006, 2011). One model emphasizes the universality of heroism and states that anyone can be a hero. The second model describes heroic imagination, or fostering the development of new mental scripts and enhancing one's own self-efficacy (Allison et al., 2017). Allison and Goethals (2014) also proposed two metaphors under a model called the heroic leadership dynamic (HLD). One of two components of the HLD refers to the idea that people need heroes, and that one's life circumstances determine what specific heroes one needs. The other emphasizes that need-based heroism shifts over time because people are dynamic and pass through developmental stages, and therefore can grow out of and into certain heroes. Another metaphor that highlights change is Efthimiou's (2017) theory that hero entities can be conceived as hero organisms. Her theory is embedded with the additional metaphor of regeneration or restoration, referring to the ability of an organism to grow, heal, and recreate itself (Allison et al., 2017). These more contemporary metaphors focus on heroism as more of an experience than a specific trait. The universality of heroism allows it to be obtainable to all and applicable to our own individual struggles.

Heroism is a phenomenon that emerges in individuals and groups in extraordinary ways (Kinsella, Ritchie & Igou, 2017). Heroes help to inspire us, acting as an ideal role model, a beacon of hope, offering a social control, and a way to establish meaning and personal goals. Heroism is a social construct, created from social schemas or metaphors (Dik, Shimizu & O'Connor, 2017). By using

these metaphors, we can begin to explain how real people become heroes and whether or not they are worthy of achieving heroic status.

the heroic journeys of e. claiborne & lora

The Familiar World: His Family's Pharmacy

Campbell's (1949) hero's monomyth proposes that all hero tales can be understood as a series of stages, beginning with the hero's life in her familiar world or the place where a hero gets her start. Edwin Claiborne Robins was born in Richmond, Virginia, on July 8, 1910, to his mother Martha, and father Claiborne. In 1912, Claiborne died, leaving Martha to run the family business and raise their two-year-old child on her own. Over the years, Martha struggled to run the pharmaceutical company by herself, but someone she managed despite great hardship. E. Claiborne would attend McGuire's University School locally before applying to the University of Richmond (Robins Foundation, 2015).

From early on a hard work ethic was instilled into E. Claiborne. This desire to give his best did not come naturally but was a kind of personal grit developed out of necessity. He chose to model himself after his family, adopting his mother's work ethic and shaping his career path after his grandfather's. Because of this early developed sense of a calling, E. Claiborne's future heroism can be called purpose-guided, meaning the development of purpose preceded and inspired his heroic action (Bronk & Riches, 2017). E. Claiborne was motivated to develop the skills that would allow him one day to give back to his family.

Familiar World: Her Parent's Home

Lora McGlasson was born in Waco, Texas, on June 24, 1912, to her mother Lora and father John. She was the third of five children in her family. Besides her father's law practice, her family maintained a small farm. There Lora grew to have a fondness of the outdoors, and she learned how to milk a cow and harvest chickens. Lora eventually graduated from Waco High School and

received a B.A. degree from Baylor University in 1932. After a year of teaching, Lora went to work in her father's law office (Robins Foundation, 2015).

While Lora developed a fondness for the outdoors during her childhood and enjoyed her time in Waco, she never really felt that she found a place the world. This indecision, evident in her early life, suggests that her developing purpose would be one day become heroism-guided or that a heroic action would precede her discovery of her life's purpose (Bronk & Riches, 2017). Events would later transpire that would indeed reveal Lora's purpose in life to be heroism-guided.

Departure: His Scholarship to Attend the University of Richmond

In the fall of 1927, E. Claiborne accepted a \$1,000 scholarship to attend the University of Richmond. While it doesn't seem that E. Claiborne had truly departed from his original world, he had chosen to take on a new role for himself in order to better his family's situation. E. Claiborne was forced to scrape together money, even after earning his scholarship, to be able to put himself through school. He graduated from University of Richmond in 1931 with a B.A. in English (Robins Foundation, 2015).

Early in life, E. Claiborne had decided his path. For his plan to come to fruition, to grow his family's business, he understood that it was going to be a significant challenge but he was determined to make it happen. He was an underdog. Underdogs inspire hope in that even in the most dismal of situations there is a chance for the little guy to come out on top. The reason that Claiborne himself might have accepted the scholarship was not that he blindly believed that everything would work out, but that he understood there was little expectation for him to succeed. Put in other terms, "If an entity is expected to win, winning will provide only a modest emotional payoff, but losing will be devastating. If an entity is not expected to win, losing will not feel so bad, but winning will feel especially satisfying" (Vandello, Goldschmied & Michniewicz, 2017). If E. Claiborne's investment in his education didn't pay off, he would not be under an immense amount of pressure because there was no expectation that he would succeed in the first place. It is more likely that in the extension of their scholarship, the school saw him as an underdog

and was making a low risk bet on him, hoping for a payoff while safe from ultimate devastation. Without this image of E. Claiborne as an underdog, the university might not have invited him to attend.

Departure: Her Engagement and Marriage

At a party, Lora was introduced to a man named Edwin. He was from Richmond, had recently graduated from pharmaceutical school, and was on a sales trip in the area. The two immediately hit it off and were engaged shortly after. In an interview, Juliet Shield-Taylor reported, “I just thought it was fascinating that he met my grandmother and within twenty-four hours he proposed to her” (DoubleJay Creative, 2010). They were married a little more than a year later on her 26th birthday in 1938. Afterward the two made their way throughout the southwest in his Model A Ford as he continued his sales. It was said that Lora’s pioneer spirit made her a good companion on the road, adapting to washing clothes in a tub and enjoying baking pies whenever she could (Robins Foundation, 2015).

Lora herself recalled their meeting fondly saying, “I went to the party with someone else but he took me home and he has been taking me home ever since” (DoubleJay Creative, 2010). Although she referred to her engagement with E. Claiborne in a lighthearted manner, it took a lot for her to uproot her life for him. She understood E. Claiborne’s mission to grow his family’s company and decided to share his personal values and take them on as her own. “Sacred values are like a secret password: they function like a high-fidelity signal to whether a person is an insider or outsider” (Decter-Frain, Vanstone, & Frimer, 2017). Because of her ability to adapt to his values the two became a group united towards their common goal. By establishing their shared value of hard work, they were able to form a quick bond and recognize their compatibility.

Challenge: Earning His Education

For E. Claiborne, earning an education was an uphill battle. In the mornings he would make his way from the pharmacy to campus, riding the streetcar for an hour. He then would attend all his classes in the mornings. During the

afternoons he worked in the library and ate the lunch he packed from home to save money. At night he would take the streetcar back to his family's pharmacy where he would take a shift working to keep the doors open (Robins Foundation, 2015). Instead of being a regular student, he had to work more than others just to be able to attend the school, balancing an intense schedule along with his studies.

E. Claiborne dealt with this challenge heroically for two reasons: because he was willing to make sacrifices, and because he had a heroic imagination. A major marker of a hero is personal sacrifice (Franco et al., 2011). People revere heroes for their willingness sacrifice themselves in order to engender a greater good. "Sacrifice is a high-fidelity signal of commitment to the group" (Decter-Frain, Vanstone & Frimer, 2017). People pay attention to those who demonstrate their commitment to a cause through self-sacrifice. When E. Claiborne decided to take on the challenge of bettering his family's future, he sacrificed his time and energy to make it happen. He wasn't able to have the life of a conventional student or the luxury of taking his studies lightly. E. Claiborne's ability to visualize his goals also reflects upon Franco and Zimbardo's (2006) heroic imagination theory. Robins was able to abide by a different mental script and challenge himself to see beyond the status quo (Allison, Goethals & Kramer, 2017). By developing his heroic imagination, E. Claiborne became an overachiever and fulfilled his goals through immense sacrifice.

Challenge: Growing His Family's Business

In 1866, Albert Hartley Robins, established a small apothecary and manufacturing chemist's shop, the A. H. Robins Co. Because of the Great Depression, by the time E. Claiborne earned his B.S. degree in 1933 from the School of Pharmacy at the Medical College of Virginia, the company and its resources had significantly dwindled. He immediately set to work alongside his mother and the two other employees working at the pharmacy (Robins Foundation, 2015).

At this time E. Claiborne had decided he would take his family's company in a new direction. He became a detail man, taking to the road, traveling all over the southeast, marketing his company's best products. The company set out

to solve people's everyday problems. As a former president of the University of Richmond put it, "What he does is finds what need do people have that could be met most efficiently, most cheaply. So he's not making the most expensive drugs that he can, he's thinking how do you get rid of cough, how do you get rid of chapped lips" (DoubleJay Creative, 2010). By not concerning himself with making a profit, he was sacrificing capital in order to help the most people, and in doing so he established a new market in pharmaceuticals.

It was risky to change the direction of the business, and some argue that without the high demand for pharmaceuticals after World War II, Robins wouldn't have been as successful. It took existential courage for Robins to change the path of his business. While physical courage is risking bodily harm on behalf of others and moral courage is facing social opposition risking ridicule or social status, existential courage is defined as an individual's willingness to choose the path of life which accepts, even embraces, the prospect of psychological and social risks in order to grow and thrive (Kramer, 2017). Robins knew that the pressure was now on and that if the business began to go under it would fall on him. He knew that he'd be risking his family's livelihood but accepted that possibility and chose to try that path anyway. People revere heroes for their bravery, and E. Claiborne was able to overcome his fear by drawing upon his existential courage.

Challenge: Making Richmond Her Home

After traveling for a year, the newlyweds settled down in Richmond. There they had their son, E. Claiborne Jr. and two daughters, Lora Elizabeth "Betty" and Ann Carol. While her husband was off building the company, Lora bore the responsibility of raising their children. Over the years she instilled her adventurous nature and perseverance in her children, having them do basic tasks such as rewiring lamps to more extensive ones, like transforming underfunded nonprofits (Robins Foundation, 2015). Lora was one of the reasons the A. H. Robins Company was widely known to have a "family feeling." From the start and after the company grew to over 6,000 employees, she enjoyed preparing meals herself and often hosted large dinners at their Richmond home for new groups of sales representatives. At its peak, the company would occasionally shut down to take employees on trips to New York City, Washington

D.C., Miami, and Havana, Cuba. Lora saw the company as her family as much as E. Claiborne did, and gave much of her time and energy to help the company in any way she could.

It is important to note that even though Lora was described as a homemaker or helpmate, she is not to be looked at as a sidekick or any less heroic than her husband. Certain perceptual inhibitors inherent in our society work to lessen the heroism of those who do not fit preconceived notions of heroes, such as the stereotype of men as heroic and women as only supportive of heroic men. Because of the inclination to see men as heroes and risk takers, we do not easily picture women in roles where they can be heroes. Related to this issue of masculinity is the problem of role conflict. The historical gender roles assigned to women also contribute to why there is no emphasis on facts about Lora outside the home. Very little was recorded about her educational experience or work experience, even though both she and her husband had both pursued higher education and had experience in the workforce. Constructed roles impede heroes because a potential hero may find herself in a situation where one role dictates intervention, while another dictates inaction (Parks, 2017). Lora helped E. Claiborne when she could, but her role dictated inaction on the business front because of the emphasis for women to remain in the home. Lora is not less of a hero for raising her children and enjoying cooking. However, it is still important to acknowledge the perceptual inhibitors of masculinity and gender roles when trying to determine where their heroism lies.

Challenge: Bettering Her Community

Most of Lora's legacy takes place in more recent history. What we can surmise of her character is that she was a generous woman and a pillar of her community. We can also glean that her heroism was subject to the social confines of the time in which she lived. The lack of records about her character and her early deeds reflects how women are not thought as heroes or leaders because of the patriarchal society in which we live. Because men have historically been deemed to be the ones who participate in noble acts, women have been prevented from taking part in those roles, and when they have dared to participate, their acts have often escaped notice because they conflict with

social norms. Lora was a victim of role conflicts that inhibit an acknowledgment of her heroism (Parks, 2017).

Not all of Lora's early actions as a member of her community went undocumented; still, her heroism no doubt went unnoticed and unsung, a fate that has beset most women throughout history (Allison & Goethals, 2013). Hoyt (2014) describes this phenomenon as a glass ceiling, the idea that women do not face barriers at lower-level positions and but face large, indiscernible, and impassable barriers higher up. In the early years with E. Claiborne, Lora contributed the most that she could given the limitations placed on her gender, supporting E. Clairborne during their year on the road after they got married (Robins Foundation, 2015). At that time of her life, she was not known for much else because she was restricted by her role as defined by societal norms of that era.

Return in 1969: Giving to the University

The impact that the Robins would come to have on their community came in the form of a remarkably generous gift he made to the University of Richmond in 1969. According to Campbell (1949), heroes complete their heroic journey and then return to the world from which they began. E. Claiborne had joined the board of trustees at the University of Richmond in 1951, circling back to the place where he got his start in life. It was there, while sitting around a table nearly 20 years later, that he would decide to bestow his heroic boon to the university. During the 1960s, the University of Richmond found itself in financial crisis and needed a miracle to survive. In an interview, former chancellor of the university, E. Bruce Heilman, recalled Robins asking, "What kind of miracle would that necessitate in dollars and cents?" Robins was clearly focusing on whether or not he could help the community and was trying to figure just exactly how much it would take.

In an interview later in his life Robins, would admit that it took a considerable amount of deliberation about whether he was going to help the university but ultimately concluded that the opportunity seemed to just present itself and that it was perfect. "As I was casting about, to decide, what, where we could make the greatest impact, I could see with the firm foundation that existed

at the University of Richmond, there was a tremendous opportunity here for anyone who made a significant gift to make a terrific impact” (DoubleJay Creative, 2010). E. Claiborne had already decided that he was going to make a donation, but what made giving to the university unique was that it was going to make a long and “terrific impact” on not only the school but on every Richmond student. It is also important to note is that the decision to make the gift was not made alone. Lora Robins helped E. Claiborne arrive at the momentous decision to save the University of Richmond from bankruptcy.

At graduation on June 9, 1969, it was announced with little fanfare that the Robins family had donated 50 million dollars to the University of Richmond. People were awestruck. It was the largest gift ever given to a private university at the time and doubly meaningful because it came just in the nick of time. The university was saved.

Giving Thereafter: Friends, Mentors, and Villains

Heroes do not travel their journeys alone; they always receive valuable assistance from others (Allison & Goethals, 2017). Both E. Claiborne and Lora benefited from mentors who modeled the behavior and skills that the Robins would come to acquire. E. Claiborne chose to model his career path after his grandfather, A. H. Robins, and took on his mother’s work ethic and persistence. Lora also gained a work ethic from her father while watching him run his firm. Surrounded by many siblings while growing up, she acquired resilience and adaptability. These guides and mentors helped sculpt the Robins’ character and determined who they would be at their core.

Friends along a hero’s journey play a more intimate role in the heroes’ lives than do mentors. Friends are peers who participate in similar challenges themselves and are no doubt on their own journeys. When deciding whether to bestow his gift, E. Claiborne sought the advice of his friends and fellow board members. Lora, when giving to the university years later, would seek guidance from the curator of her gallery at the university whenever she considered purchasing a worthy addition. Friends, allies, and companions play a crucial role in helping heroes in their heroic transformations (Allison & Smith, 2015; Decter-Frain, Vanstone, & Frimer, 2017).

Along the way, the Robins did encounter a little-known social obstacle that tried to impede their charity. One unusual force operating to undermine the heroism of the Robins family was the counter-intuitive belief that under some conditions, heroes can be seen as selfish. For example, a study by Raihani (2014) found that people who give unusually small or large donations preferred to remain anonymous. Raihani reasoned that the desire for anonymity stems from a fear of scrutiny over their small or large contributions. Small donations can be seen as petty and insufficient, and large donations can be viewed as self-aggrandizing. Parks (2017) explained it this way: “Resource-rich individuals who give of themselves, are seen not as generous, but rather as legitimizing their wealth.” While the Robins family did make public many of their generous gifts to the University of Richmond, it is speculated that the totality of what they gave over the years is far beyond anything publically quoted. The Robins might also have been avoiding what Parks (2017) called *perceived self-promotion* or the idea that a hero’s selfless acts are motivated by a desire for credit or praise.

The Robins’ Heroic Transformations

Heroes are not born but are made through a myriad of formative experiences. Heroes undergo inner transformations, sometimes over their entire lifespan, that propel them to greatness and selflessness. Transformations in real life are more dynamic than archetypes. Even Campbell’s (1949) monomyth acknowledges that a hero’s transformation is different within and across cultures. In their review of heroic transformations, Allison and Goethals (2017) proposed heroic transformations can vary along the dimensions of speed, duration, timing, direction, type, and depth (Allison & Goethals, 2017). Regarding speed, the Robins’ transformations were far from sudden; they unfolded gradually over their entire lifespans. The timing was made possible by the fact that E. Clairborne found himself on the Board of Trustees; he was at the right place and at the right time. The direction of both their transformations was upward; they were always on a heroic trajectory and never veered toward villainy. Their transformations, moreover, were moral and spiritual in nature, and they transformed deeply as individuals and as a married couple.

According to Allison and Goethals (2011), heroes develop many or all of the great eight characteristics of a hero. These eight traits are intelligent, strong, reliable, resilient, caring, charismatic, selfless, and inspiring. Of these eight qualities, E. Claiborne most prominently displayed resilience, and Lora selflessness. E. Claiborne attended the University on a \$1,000 scholarship and had to somehow make ends meet. He demonstrated extraordinary dedication in earning his education, commuting every day, packing his own lunch, working at the University's Library, and taking a late shift family's pharmacy, all so that he could afford to attend the school of his dreams and earn his degree. This sustained personal sacrifice to achieve a long-term goal is what makes E. Claiborne resilient. Lora came to Richmond and was fiercely committed to bettering her community. This selfless commitment included raising her children, helping E. Claiborne by hosting company dinner parties, and later giving money to local causes. Lora consistently gave of herself whenever she thought she could be of help.

What is atypical about E. Claiborne and Lora's transformations is that they accomplished their heroic work together and also because of each other. The Robins were each a catalyst for the other to transform, and each was a recipient of transformative help from the other as well. The Robins were able to see the quality they most admired in their partner and each worked to nurture it. The coalescence of their journeys is what makes their transformations so unique, and also profound. The Robins' reciprocating relationship helped them to better understand themselves and value the qualities in their partner. Each made the other better and even more heroic.

According to Allison and Goethals (2017), the most important consequence of the hero's inner transformation is the external gift to society that transforms the hero's larger world. Goethals and Allison's (2012) social influence-based taxonomy of heroism can help illuminate the nature of the Robins' gift to society. The Robins' heroism can be described as trending, traditional, transforming, and transcendent. As soon as they made their remarkable gift to the University, E. Claiborne and Lora's heroism was trending upward. Because their heroism followed the classic hero's journey as described in Campbell's (1949) monomyth, their heroism could also be characterized as traditional. Furthermore, the sheer magnitude of their heroic gift to the university made

it transformative on many levels. Finally, because their heroism applies to multiple subtypes of heroism, it can be considered transcendent (Goethals & Allison, 2012).

At the University of Richmond's darkest hour, E. Claiborne returned to where he harnessed his original trait, completing his journey and modeling the selflessness he had seen in his wife by gifting the university its miracle. In turn, Lora mirrored her husband's resilience by continually giving to the university and working to better the Richmond community as a whole by championing causes both publicly and anonymously.

final thoughts

E. Claiborne passed away July, 6 1995, at the age of 85 and Lora on August, 22 2010, at age 98. Their legacy as selfless and legendary benefactors remains secure for many generations to come. The total sum they gave to the university may have exceeded several hundred million dollars. No one will ever know the true amount. As a result of their gift to the university, the Robins family has bettered the lives of thousands of students and through them the greater global community. The Robins' philanthropy transformed a campus, a faculty, a student body, and countless people who call Richmond home. In addition to transforming their own and others' lives, the Robins may have bestowed another, more hidden boon to society. Their case study of heroism allows for a greater understanding of how we ourselves can become heroes. Instances where their transformations followed the Joseph Campbell's (1949) archetypal hero monomyth are points that we can draw inspiration from and apply to our own lives. E. Claiborne and Lora exemplified several heroic traits that we can cultivate in ourselves and use to become heroes in our own individual ways. E. Claiborne and Lora dared to transform, to grow and evolve in meaningful ways, and ultimately they gave back to the University of Richmond in heroically stirring ways. One of the great eight traits of heroes is inspiring. In the university's long and storied history, no individuals inspired more people to give selflessly than the Robins family.

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