



Bill Bradshaw/Wallowa County Chieftain
Piper Larison, of Enterprise, left, uses an airbrush to paint a silicone mask as JR Rymut cleans one of the fickle airbrushes during Rymut's Haunt Camp class on creating prosthetic masks Wednesday, Oct. 27, 2021, at The Place in Joseph.

Masks:

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"I'm hoping to go into theater production, you know, plays and stuff so I could maybe apply it to that," she said. "I'm not sure if I will need it, but it's fun."

Others will only remotely use the skills professionally.

Catherine Zeigler, of Joseph, doesn't plan a career in the entertainment field. "But the face she was painting could be found on a tree, so in a way it did connect to her chosen profession."

"It's kind of like a tree brought to life. Right now, I'm trying to add highlights to it," she said. "It'd be like something you'd see in Alice in Wonderland."

Parker Siebe, of Enterprise, also has no plans to use his new skills professionally. The mask he created came from a source one might expect from an artist.

"This came from an inspiration of a fantasy novel called 'An Ember in the Ashes,'" he said, adding that the mask portrays one of the silver-faced special forces in the novel.

"They're called the masks because of the masks they wear," he said. "I did not get the silvery tone I was hoping for, but I like it."

He won't be doing it professionally.

"But I felt like it was a great experience," he said.

The process

Rymut, who went to fine-arts school, said she also worked in the museum fabrication industry where she did molding and casting, as well as a little work in the film industry.

"I stumbled into this career after the fact, and I wish that I had done an introduction to these really interesting careers in the arts that doesn't get a lot of introduction in the fine-arts curriculum," she said.

She explained the process she's been teaching at Haunt Camp. It starts with molding a life mask in plaster of the student's face, a positive and a negative.

"In order to cast a soft silicone prosthetic, we created these hard, stone molds out of Ultracal plaster," she said. "The core of the mold — the positive — is made using the students' lifecast faces, so the plasteline clay sculpture



JR Rymut/Contributed Photo
Clay character sculpt is affixed to plaster casts of the students' faces. When these are casted in another shell of plaster, the clay is scraped out and then silicone can be injected.

they create on top will form-fit their faces perfectly. After sculpting, another hard shell of plaster is added over the top of the clay. The clay is scraped out, leaving a void, in which silicone can then be injected."

Then she shows the result.

"This is what this piece looked like when it was still in its character stage," she said. "The final step is you mix up silicone rubber, you pour it into the molds, you squish these two together and then when you de-mold this, you have this piece," she said showing the finished but unpainted silicone mask."

The hard-plaster molds are the only parts that last. The silicone is a single-use item.

"For all of the hours that go into making a silicone prosthetic, they're a one-time-use only," Rymut said.

She said the plaster molds allow the artist to create a virtually infinite number of silicone masks.

"You can cast as many of these as you want. If you were doing this for a film set, you'd maybe cast 15 of these pieces if you were going to be shooting it for 15 days," she said. "Every one of those days, there's going to be an actor in a makeup chair for multiple hours as these silicone appliances get applied to their face. It's direct skin-to-skin contact, so every area of the underside is going to be glued onto the face. When you remove it, it gets destroyed."

Then comes the painting. Some is done by hand and some with an airbrush.

The future?

Rymut hopes to expand Haunt Camp to more than just a few weeks before Halloween. She already regularly teaches the skills at the Wallowa School.

"I'm trying to get partnerships with other schools and nonprofits in order to have this program," she said.

Her goal is to provide an artistic education that translates into practical job applications, both in the arts and beyond.

"I'm hoping to run the full course, in which we would build an entire haunted house attraction for Wallowa County," she said. "Learning these skills, they are analogous skills to all sorts of industries. Even our bronze industry here is all molding and casting. So once kids learn these principals of molding and casting, they can use those skills in a bunch of positions. This is one very specific way to get an entertainment industry job is knowing how to make these prosthetics. Next year, I'm hoping to run an entire course where we put an entire (course together,) and that way I can teach set design, set carpentry, scenic painting, a bunch of these other creative skills."

"Very important to the Haunt Camp vision is introducing kids to creative industry careers, but also important to me is to create an unusual course that has wide appeal to high schoolers, including those who may be less interested in traditional art classes," Rymut said. "Anyone can join Haunt Camp and I hope to get a broad range of participants in the coming year."

Fulfer:

Continued from Page A1

for the Oregon Department of Forestry, but in 2020, an injury prevented him from finishing the summer on the front lines. Not wanting to see the time lost or wasted, he decided to begin researching a possible Africa service trip.

"My foot was definitely not ready, so I was like, 'I got time, finally,'" he said.

Fulfer's research led him to the group International Volunteer HQ, and the prospect of teaching.

"... And they also allowed me to not only teach English to elementary students, but I can also teach chess and basketball, which are two of my passions. I do a chess club here, and I coach basketball (at the high school)," he said.

He further researched some of Africa's poorest cities, which led him to Arusha.

"It was the rural area in Arusha," he explained. "It was villages that still practice Maasai. ... I thought that was incredible. As a history buff I love the history of the Maasai, and I love the Swahili language, as well. I think it's beautiful."

He spent the next year researching more about IVHQ, Tanzania and looking for ways to make the trip happen.

"If I wouldn't have broken my foot, I wouldn't have done it, I am guessing, just because we need the (firefighting) money. ... I figure if I'm going to miss a ton of time, I'm going to do something I am definitely passionate about. My goal was to set the example, and then hope that maybe one of my students can see that and then do that later."

He embarked on the three-week journey June 26.

Culture shock

Part of what has driven



Olan Fulfer/Contributed Photo
Olan Fulfer helps put shoes on a girl who didn't have shoes during a day he worked with the Hope and Soul charity in Arusha, Tanzania.

Fulfer to a focus on helping students, players and anyone around him are the challenges he faced growing up in the late 1990s and early 2000s.

Drugs were prevalent in his family when he was a youth, and he also faced a major challenge when his mom was killed in a domestic violence dispute. Fulfer was just 12 at the time.

The trials help him know what to look for if his students are facing difficulties.

"I struggled mightily with mental health issues as a kid (and) teenager," he said. "The talks with the kids, when I see them struggling, I can relate. I know. I've seen the domestic violence. I've seen poverty. I've been wanting for food. What my goal is as a teacher and a coach is that all my kids are taken care of, (that) they're OK."

Yet even his lived experiences and research were unable to prepare him for what he witnessed in and around Arusha.

"I remember thinking that was a rough childhood, and then I went here, and I saw what a rough childhood is," he said. "These kids, their parents passed

away, they're begging for food, but what is amazing is they are all passionate about school."

They also have a desire to obtain what Fulfer said got him out of a tough position.

"They want to be at school. They know, as well, that education is the key."

He said the classes he taught English in were packed. Chess was a major hit, with several students showing "phenomenal" ability almost overnight. Basketball, he said, often turned to soccer.

Chess, he explained, was taught because students can even use it as an avenue to show their intellect and as another opportunity besides education.

"The service work was the teaching," he said. "I knew they had a massive need to teach, and what I wanted to also do was make sure that the students that I had were taken care of. I knew that I was going to buy shoes, I knew that I was going to provide clothes, food, that kind of stuff. ... My (other) thing was to provide an out that is

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