

Slide 1

History of Massage: Prehistoric Times to the Modern Era and Professional Societies, Organizations, and Associations

Chapter 1

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Slide 2

Learning Objectives

Lesson 1.1: History of Massage: Prehistoric Times to the Modern Era and Professional Societies, Organizations, and Associations

1. Define massage therapy and discuss massage during the prehistoric times, the ancient world, the Middle Ages, and the European Renaissance.
2. Describe the impact the modern era and professional societies, organizations, and associations had on the massage profession.

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Slide 3

Introduction

- **Massage therapy:** method of manipulating soft tissue using compression and traction for therapeutic, palliative, and self-care or recreational purposes
  - History is long and multifaceted
  - Historically, massage was referred to by techniques such as friction or rubbing
  - By the early 1800s, the term "massage" was used by most European-based cultures

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**Prehistoric Times**

- Indirect evidence supports use of massage for medical reasons
  - Artifacts and cave paintings (15,000 bc) indicate use of massage

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**Ancient World: China**  
(Slide 1 of 2)

- Practice of massage goes back to China in 3000 bc
- *Hwang Ti or Nei Ching*: classic scripture of traditional Chinese medicine
- During Tang dynasty, four primary types of medical practitioners were recognized:
  - Physicians
  - Acupuncturists
  - Masseurs
  - Exorcists

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Slide 6

**Ancient World: China**  
(Slide 2 of 2)

- Chinese developed original massage technique called *anma*
  - Precursor of all manual and energetic therapies
- Acupuncture not mentioned in Chinese medical writings until 90 bc

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**Ancient World: India**

- Massage in India existed for 3000+ years
- Massage part of the sacred practice of *ayurveda*, or "code of life"
  - Based on Hindu tradition
- Manav Dharma Shastra, an important ayurvedic text written around 300 BC
  - Mentioned massage

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**Ancient World: Egypt and Japan**

- Massage traveled from China to Egypt and Japan by sixth century BC
- In Japan, amma evolved into shiatsu, which means "finger pressure"
  - Shiatsu based on same concepts as acupuncture
    - Energy flows in streams called *channels* or *meridians*
    - When they are blocked or depleted, pain and discomfort occur
    - Pressure applied to points called *tsubos*
    - Fingers, thumbs, forearms, elbows, knees, and feet used to apply pressure

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**Ancient World: Greece and Rome**  
(Slide 1 of 2)

- Ancient Greeks used massage widely to maintain health and ensure lasting beauty
- Various ideas of healing treatment were formalized as *techne iatrica* (healing science)
- **Hippocrates of Cos**
  - Advocated for massage
  - Father of Western Medicine

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**Ancient World: Greece and Rome**  
(Slide 2 of 2)

- Ancient Greeks responsible for giving massage a high degree of acceptance
- Greeks built elaborate bathhouses where massage and exercise were available
- Romans inherited their massage tradition from Greeks
  - Julius Caesar: used massage to help his epilepsy
  - **Aulus Cornelius Celsus**: compiled numerous volumes collectively called *De Medicina*
  - **Galen of Pergamon**: most famous physician in Roman Empire

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**Middle Ages**

- Middle Ages began after collapse of Roman Empire in AD 476; ended in fifteenth century with fall of Constantinople in 1453
- Use of massage continued but fell into decline in Europe and Asia during early part of Middle Ages ("Dark Ages")
- **Rhazes**: Muslims incorporated Greco-Roman medical knowledge into the Islamic medical framework
- **Avicenna**: *Canon of Medicine*
  - Excelled in assessments of conditions and comparisons of signs/symptoms
  - Became standard medical text at many medical universities

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**European Renaissance and Enlightenment**  
(Slide 1 of 2)

- Began in fourteenth century and ended in sixteenth century
- Exciting time in medicine and medical treatments
- Classical Greek learning resurfaced; Western medicine revitalized
- Printing press allowed recirculation of Celsus' *De Medicina*
- **Ambroise Paré** (1510-1590): French surgeon who invented several surgical instruments, discussed effects of massage, and classified massage movements; recommended friction on joints

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Slide 13

**European Renaissance  
and Enlightenment**  
(Slide 2 of 2)

- **William Harvey** (1578-1657) discovered circulation of blood in 1628
  - Promote acceptance of massage as treatment measure
  - Able to show valves in veins allowed blood to flow in one direction
- Massage did not gain popularity in Europe until eighteenth century

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**Modern Era**

- Began in the seventeenth century; the current era
- Also known as *Information Age*
- Creation of new medical systems incorporating anatomic, physiologic, and chemical discoveries of previous 200 years

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**Pehr Henrik Ling (1776-1839)**

- Most famous and enduring influence on massage
- Developed his own system of massage and exercise or gymnastics (*Swedish Remedial Massage or Ling System*); four types are:
  - Educational
  - Military
  - Medical
  - Esthetic
- Father of Swedish massage
- Founded Central Institute of Gymnastics in Stockholm
  - Physicians could complete the program in 1 year; nonphysicians in 2-3 years

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**Johann Mezger (1839-1909)**

- Dutch physician who made massage part of physical rehabilitation
- Introduced French terminology to massage still used today
  - Effleurage
  - Pétrissage
  - Tapotement

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**Florence Nightingale (1829-1910)**

- Founder of modern nursing
- Took care of patients in Turkey during Crimean War
- Developed standard of care for soldiers
  - Massage as integral part
- Massage dropped from nursing curriculum in 1970s, after rise of analgesic use

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**World War I**

- Provided countless opportunities for use of massage and exercise to rehabilitate injured soldiers
- **Just Lucas-Championniere:** advocated for massage and passive movements to treat injuries
- **James B. Mennell** and **Sir William Bennett:** began using massage at St. Thomas and St. George's hospitals

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**George Henry Taylor (1829-1899)**  
**Charles Fayette Taylor (1827-1899)**

- Sailed to Sweden to study Ling System
- Opened Remedial Hygienic Institute of New York City in 1956
- Incorporated "water cures" into their treatment regimen
- George wrote first American textbook on Swedish Movement System in 1860, *An Exposition of the Swedish Movement Cure*

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**Massage and Exercise**

- Massage and exercise referred to simultaneously
  - Combined in Ling's system
  - Massage and exercise not separated until 1886
  - Drs. **Emil A.G. Kleen** and **William Murrell** of England credited for this distinction

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**Douglas Graham (1848-1928)**

- Authored several works on massage
- Defined massage more extensively and comprehensively than Murrell
  - The *what* (usually done with hands)
  - The *where* (external body tissues)
  - The *how* (friction, kneading, manipulations, rolling, and percussions)
  - The *why* (curative, palliative, or hygienic)

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**Hartvig Nissen (1857-1924)**

- In 1883, opened *Swedish Health Institute* of Washington, D.C.
  - First massage school in United States
- In 1888, published "Swedish Movement and Massage" in several medical journals
  - Led to the book *Swedish Movement and Massage Treatment*

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**John Harvey Kellogg (1852-1943)**

- Promoted massage to general public
- Published the magazine *Good Health*
- Wrote the book *Art of Massage: A Practical Manual for the Nurse, the Student and the Practitioner*

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**Society of Trained Masseuses**

- Formed by women in Great Britain in 1895
- First to create a massage "profession"
  - Established massage practice model
  - Accredited massage schools
  - Required qualified instructors
  - Established board certification

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**Chartered Society of Massage and Medical Gymnastics**

- 1920: formed when **Society of Trained Masseuses** merged with **Institute of Massage and Remedial Exercise**
  - Required physician referrals
  - Issued certificates of competence
- 1939: 12,000 members

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**Changes in America**

- American Society of Physical Therapy Physicians formed after World War I
- Programs for physical therapists become standardized
- 1947: *physical therapy* and rehabilitation was established as medical specialty

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**The Esalen Institute**  
(Slide 1 of 2)

- Retreat center and educational institution in California founded in 1962
- Helped to associate massage with personal development, mind/body well-being, and overall health
- Founders Michael Murphy and Richard Pierce envisioned Esalen as “think tank” for American counterculture

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**The Esalen Institute**  
(Slide 2 of 2)

- Institute's practices focused on natural health
- For many, Esalen was first exposure to massage
- Structural integration/Rolfing method
  - Developed by *Ida Rolf*
  - One of most influential styles to emerge from Esalen
- Modern leaders in health who taught at Esalen include Andrew Weil and Deepak Chopra

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**Massage Professional Organizations and Associations**  
(Slide 1 of 2)

- 1943: **American Association of Masseurs and Masseuses** established by postgraduates from College of Swedish Massage in Chicago
- 1958: changed name to **American Massage and Therapy Association**
- 1983: changed name to **American Massage Therapy Association**
  - Second largest organization
  - Chapters in all 50 states and Washington, D.C.

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**Massage Professional Organizations and Associations**  
(Slide 2 of 2)

- 1987: **Associated Bodywork and Massage Professionals (ABMP)** founded
  - No state chapters
- 1990: AMTA established **American Massage Therapy Foundation**
  - 2004: foundation became independent; changed name to **Massage Therapy Foundation (MTF)**
- 1992: **National Certification Board of Therapeutic Massage and Bodywork (NCBTMB)** founded
  - 2013: founded board certification

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**Touch Research Institute**

- Established in 1992 by Dr. Tiffany Field at University of Miami School of Medicine
- Studies effects of massage and touch therapy and its application to science, medicine, and treatment of disease

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**Federation of State  
Massage Therapy Boards**

- 2005: established
- 2008: released Massage & Bodywork Licensing Exam (MBLEx)
- 2014: MBLEx became only licensing examination in United States

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**National Center for Complementary  
and Integrative Health (NCCIH)**

- 2014: Congress changed name of NCCAM within the NIH to National Center for Complementary and Integrative Health (NCCIH)
  - Classifies CIH therapies into two groups
    - Natural products: herbal supplements and probiotics
    - Mind/body practices: massage, acupuncture, and yoga

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**Massage and Human Trafficking**  
(Slide 1 of 2)

- **Human trafficking:** unlawful trade of people in which fraud or coercion is used to control victims
  - Victims used in commercial sex acts or labor services
  - Third largest source of revenue for organized crime
- Sex trafficking has been found in a wide variety of venues, including fake massage businesses

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**Massage and Human Trafficking**  
(Slide 2 of 2)

- Diploma-mill massage schools fabricates training and sells diplomas and transcripts to traffickers
- FBI helps to free victims
- NCBTMB includes antihuman trafficking pledge of schools, continuing education providers, and certifiants

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**The Future of Massage**

- Massage will play an important role in the management of many medical conditions
- Research continues
- New knowledge elevates overall standing
- One of the complementary therapies with highest physician referral rates
- Occupational outlook bright

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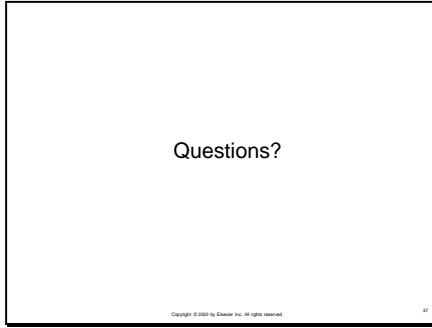
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**Answer Key for Massage Therapy: Principles and Practice, Sixth Edition**  
**REVIEW AND APPLY YOUR KNOWLEDGE**

*These matching exercises appear in the textbook at the end of each chapter.*

Chapter 1		
Matching I	Matching II	
1. H	1. K	
2. A	2. E	
3. B	3. J	
4. E	4. C	
5. F	5. H	
6. K	6. G	
7. G	7. A	
8. J	8. I	
9. D	9. L	
10. I	10. F	
11. C	11. B	
12. L	12. D	

# 1 History of Massage: Prehistoric Times to the Modern Era and Professional Societies, Organizations, and Associations

## CHAPTER LESSON PLAN & OBJECTIVES

### Lesson 1.1: History of Massage: Prehistoric Times to the Modern Era and Professional Societies, Organizations, and Associations

1. Define massage therapy and discuss massage during the prehistoric times, the ancient world, the Middle Ages, and the European Renaissance.
2. Describe the impact the modern era and professional societies, organizations, and associations had on the massage profession

## CHAPTER PRETEST

- Included in the Instructor Resources on the Evolve site is a pretest for this chapter to help you assess students' baseline knowledge. Assign this pretest to your students; answers feed to the instructor gradebook.

# Classroom Preparation

## Lesson 1.1: History of Massage: Prehistoric Times to the Modern Era and Professional Societies, Organizations, and Associations

### INSTRUCTOR PREPARATION

#### Textbook Objectives Covered

1. Define massage therapy and discuss massage during the prehistoric times, the ancient world, the Middle Ages, and the European Renaissance.
2. Describe the impact the modern era and professional societies, organizations, and associations had on the massage profession

#### National Standards Covered

##### ELAP The Entry Level Analysis Project (ELAP)

- Massage Therapy and Principles:
  - Topic: Evolution of Massage and Bodywork (1.5)
    - Historical Roots of Massage
    - Massage and Bodywork Today
  - Topic Option 1: Western Integration of Application Methods (50.0)
    - Swedish Massage
  - Topic Option 2: Eastern Integration of Application Methods (50.0)
    - Basic Concepts of Traditional Chinese Medicine
    - Shiatsu

##### Massage & Bodywork Licensing Exam (MBLEx)

- Overview of Massage & Bodywork Modalities/Culture/History (5%)
  - A. History of massage & bodywork

##### Massage Therapy Body of Knowledge (MTBOK): Cross-Reference

- Section 210.1: Overview of Massage Therapy and Bodywork History/Culture

#### Lesson Preparation Checklist

- Prepare lecture from TEACH lecture slides available on Evolve.
- Assemble materials and supplies needed for each lesson as indicated below.
- Create a quiz using ExamView on Evolve and sort by objective.

#### Materials and Supplies

- computer
- projector

# Classroom Preparation

## Lesson 1.1: History of Massage: Prehistoric Times to the Modern Era and Professional Societies, Organizations, and Associations

### STUDENT PREPARATION (3 hrs)

<b>1</b>	<p><b>READ – Textbook (1-5)</b></p> <p><b>ANSWER – Textbook</b></p> <ul style="list-style-type: none"> <li>Review and Apply Your Knowledge:             <ul style="list-style-type: none"> <li>Matching One: Concept Review, questions 1-7, 9-12</li> <li>Matching Two: Concept Review, questions 1, 5-9</li> </ul> </li> </ul> <p><b>APPLY – Textbook</b></p> <ul style="list-style-type: none"> <li>Review and Apply Your Knowledge: Professional Practice</li> </ul> <p><b>REVIEW</b></p> <ul style="list-style-type: none"> <li>Students should watch the following YouTube video of the history of massage:             <ul style="list-style-type: none"> <li><a href="http://www.youtube.com/watch?v=LXck_pgYZIk">http://www.youtube.com/watch?v=LXck_pgYZIk</a></li> </ul> </li> </ul> <p><b>CREATE</b></p> <ul style="list-style-type: none"> <li>Students should use index cards to make flashcards for each of the historical figures listed in the text, with the person's name on the front and accomplishments, written works, and important dates on the back. Be sure and use the timeline in the textbook as an informational resource for this activity.</li> </ul> <p><b>REVIEW – Evolve Student Resources</b></p> <ul style="list-style-type: none"> <li>Activity: Medical Millionaire</li> <li>Flashcards</li> </ul>
<b>2</b>	<p><b>READ – Textbook (5-13)</b></p> <p><b>ANSWER – Textbook</b></p> <ul style="list-style-type: none"> <li>Review and Apply Your Knowledge:             <ul style="list-style-type: none"> <li>Matching One: Concept Review, question 8</li> <li>Matching Two: Concept Review, questions 2-4, 10-12</li> </ul> </li> </ul> <p><b>APPLY – Textbook</b></p> <ul style="list-style-type: none"> <li>Review and Apply Your Knowledge: Critical Thinking</li> </ul> <p><b>RESEARCH – Textbook</b></p> <ul style="list-style-type: none"> <li>Review and Apply Your Knowledge: Discussion</li> </ul> <p><b>PREPARE</b></p> <ul style="list-style-type: none"> <li>Divide the class into small groups. Have each group choose (or you may assign) one of the later massage pioneers (the Taylors, Graham, and Nissen) and health care professionals (Mezger, Lucas-Championniere, and Coulter) and prepare a presentation on how his contributions relate to those of Pehr Henrik Ling. Group members should consider this question in their presentation: Is the development linear (that is, did each build on the work of Ling) or are there other influences? Encourage them to use the Internet for additional information and images. Their presentations should be done using PowerPoint, posters, or other display media. They should choose a spokesperson to share their presentation with the class.</li> </ul> <p><b>REVIEW – Evolve Student Resources</b></p> <ul style="list-style-type: none"> <li>Additional Information: John Upledger Biography</li> <li>Body Spectrum Electronic Coloring Book</li> <li>Practice Test for Certification and Licensing Examinations</li> </ul>

# 50-Minute Lesson Plan

## Lesson 1.1: History of Massage: Prehistoric Times to the Modern Era and Professional Societies, Organizations, and Associations

### LECTURE OUTLINE (30 min)

1	<b>HISTORY OF MASSAGE: SLIDES 3-13 (1-5)</b>
2	<b>MODERN ERA AND PROFESSIONAL MASSAGE ASSOCIATIONS: SLIDES 14-36 (5-13)</b>

### LEARNING ACTIVITIES (choose one or more to equal 20 min)

1	<p><b>DISCUSS (15 min)</b></p> <ul style="list-style-type: none"> <li>As a class, create a definition of massage therapy. Brainstorm and compile the suggestions into a working definition after you have closed the brainstorming session. In this first session, assure students that they are in a safe environment by setting ground rules: (1) no idea can be criticized, (2) all ideas must be recorded, and (3) discussion must wait until the end.             <ul style="list-style-type: none"> <li><i>Appropriate Settings:</i> Traditional classroom, flipped classroom</li> </ul> </li> </ul> <p><b>REVIEW (20 min)</b></p> <ul style="list-style-type: none"> <li>Give small groups several minutes to summarize one ancient massage modality or medical system (amma, shiatsu, or Ayurveda) by answering the following questions:             <ul style="list-style-type: none"> <li>How are health problems understood and treated?</li> <li>Who provides the therapy?</li> <li>What are some written works associated with the modality?</li> </ul> </li> <li>When the groups have finished their summaries, have them share the information with the class. Students should compare/contrast the modality with the one they originally summarized.             <ul style="list-style-type: none"> <li><i>Appropriate Settings:</i> Traditional classroom, flipped classroom</li> </ul> </li> </ul>
2	<p><b>DISCUSS (15 min)</b></p> <ul style="list-style-type: none"> <li>Have small groups discuss what they know about art, literature, music, politics, and science during the early modern period and then link this knowledge to the development of massage therapy. To start the discussion, list names and display works by figures such as Elizabeth I, Magellan, Michelangelo, Isaac Newton, William Shakespeare, Leonardo da Vinci, and any others who might be significant for your students.             <ul style="list-style-type: none"> <li><i>Appropriate Settings:</i> Traditional classroom, flipped classroom</li> </ul> </li> </ul> <p><b>REVIEW (15 min)</b></p> <ul style="list-style-type: none"> <li>Divide the class into pairs and ask one student to face the front and the other student to face his or her partner. On the board or overhead, write the name of one massage therapy pioneer. The students facing the board should describe the person to their partners without using the person's name. Have the first student to guess the name stand up and describe the person's contributions to the class. After several rounds, have the partners switch places. Keep score and award a prize to the winning pair.             <ul style="list-style-type: none"> <li><i>Appropriate Settings:</i> Traditional classroom, flipped classroom</li> </ul> </li> </ul> <p><b>PRESENT (15 min)</b></p> <ul style="list-style-type: none"> <li>Have a spokesperson from each small group share with the class his or her presentation on the chosen massage pioneer who was assigned as homework.             <ul style="list-style-type: none"> <li><i>Appropriate Settings:</i> Traditional classroom, flipped classroom</li> </ul> </li> </ul> <p><b>POST &amp; COMMENT (10 min)</b></p> <ul style="list-style-type: none"> <li>Post the Critical Thinking Question for this lesson on the Evolve discussion board. Students should post their answers and conduct an online discussion in comments. Each student should offer critical feedback to at least two other students.             <ul style="list-style-type: none"> <li><i>Appropriate Setting:</i> Online</li> </ul> </li> </ul>

### CRITICAL THINKING QUESTION

**How are the past and present views of massage alike? How do they differ?**

**Discussion Guidelines:** Students might discuss any of the following ideas: Massage therapy is seen in both the past and present world as effective in promoting good health and healing from injury, although possibly by a larger percentage of people in the ancient past. In the modern West, massage therapy is often viewed as a therapy that is complementary, alternative, or integrative with mainstream, modern medicine, but Eastern and ancient modalities consider massage an integral part of general well-being. Revolutionary studies during the Renaissance and Enlightenment laid the foundations for today's understanding of anatomy and physiology.

# Assessments

## Chapter 1: History of Massage: Prehistoric Times to the Modern Era and Professional Societies, Organizations, and Associations

### ASSESSMENTS BY OBJECTIVE

1	<b>Evolve Instructor Resources</b> <ul style="list-style-type: none"><li>• Test Bank: Create an exam on Evolve using ExamView and sort by objective.</li></ul>
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