

Student Name

Instructor Name

Course Code

Date

### Time Travel to Alexandria

I chose Alexandria as it was a large center of education where scientists preserved and advanced scientific knowledge. I go there, and when I arrive, I find myself in a teaching hall, which is close to the renowned Library, where I meet Euclid. He is surrounded by students, and he describes how his work, the Elements, systematizes geometry by logical definitions and proofs. We examine mathematical truth as being reliant on definite assumptions and not observation.

The scientific advancement that I can see is the geometry of Euclid, particularly the fourth postulate that the right angles are equal. The principle was critical as it laid a steady foundation on which geometric reasoning is based, enabling mathematicians to develop credible proofs and develop areas of study like engineering and astronomy (De Risi 49). It indicates the Greek focus on logic as the foundation of scientific knowledge.

It was culturally significant since Greek science was institutionalized and preserved in societies. According to the *Science and Technology in World History*, the eastern civilizations had libraries and education systems that preserved the knowledge of the likes of Euclid so that the influence could be felt over time (Bertoloni et al. 101). Such systematized work became possible because Alexandria was a diverse intellectual environment due to the sharing of Greek, Egyptian, and Near Eastern ideas.

The article also explains that the fourth postulate by Euclid was a subject of argument in the past, and it might have been appended subsequently, indicating that scientific knowledge cannot remain the same (De Risi 50).

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Works Cited

Bertoloni Meli, Domenico E., III, et al. *Science and Technology in World History: An Introduction*. Johns Hopkins University Press, 2006. *ProQuest Ebook Central*, <http://ebookcentral.proquest.com/lib/apus/detail.action?docID=3318261>.

De Risi, Vincenzo. "Euclid's Fourth Postulate: Its Authenticity and Significance for the Foundations of Greek Mathematics." *Science in Context* [Cambridge, United Kingdom], vol. 35, no. 1, Mar. 2022, pp. 49–80. *ProQuest*, <https://doi.org/10.1017/S0269889723000145>.

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