



The Guardians in Action: Plato the Teacher and the Post-Republic Dialogues from Timaeus to Theaetetus

William H. F. Altman

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If you've ever wondered why Plato staged *Timaeus* as a kind of sequel to *Republic*, or who its unnamed missing fourth might be; or why he joined *Critias* to *Timaeus*, and whether or not that strange dialogue is unfinished; or what we should make of the written critique of writing in *Phaedrus*, and of that dialogue's apparent lack of unity; or what is the purpose of the long discussion of the One in the second half of *Parmenides*, and how it relates to the objections made to the Theory of Forms in its first half; or if the revisionists or unitarians are right about *Philebus*, and why its Socrates seems less charming than usual, or whether or not *Cratylus* takes place after *Euthyphro*, and whether its far-fetched etymologies accomplish any serious philosophical purpose; or why the philosopher Socrates describes in the central digression of *Theaetetus* is so different from Socrates himself; then you will enjoy reading the continuation of William H. F. Altman's *Plato the Teacher: The Crisis of the Republic* (Lexington; 2012), where he considers the pedagogical connections behind "the post-*Republic* dialogues" from *Timaeus* to *Theaetetus* in the context of "the Reading Order of Plato's dialogues."

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