

## THE TRINITY: FIDES QUARENS INTELLECTUM

Robert J. Dunzweiler  
Biblical Theological Seminary

Neil Postman and Charles Weingartner, in their iconoclastic book, Teaching as a Subversive Activity, suggest that it would be a good thing if teachers looked in the mirror each morning and asked themselves three questions: (a) What am I going to teach today? (b) What's it good for? (c) How do I know? The authors feel that this approach to teaching, honestly applied, would revolutionize the educational enterprise.<sup>1</sup>

My topic is the Trinity. The latter part of my title is actually the title of a book written in the eleventh century by Anselm of Canterbury; it means "faith in search of understanding." The same three questions posed by Postman and Weingartner, in slightly different form, can be posed as we begin our study of this topic. That is, we can ask what we are going to teach about the doctrine of the Trinity, why the doctrine is important, and what evidence we can claim as a basis for our answers. As we proceed we will first mention some brief responses to these questions, and then develop the topic more fully; and in our fuller development we will attempt to state clearly and accurately the doctrine of the Trinity, with a view toward gaining a better understanding of this foundational yet difficult truth.

First of all, let us look at some

### I. BRIEF RESPONSES TO OUR INITIAL QUESTIONS

The first of these questions is

A. What are we going to teach about the doctrine of the Trinity?

John Calvin, in his Institutes of the Christian Religion, asserts: "Say that in the one essence of God there is a trinity of persons; you will say in one word what Scripture states, and cut short empty talkativeness."<sup>2</sup> It should