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美国总统青少年时代  
*Childhoods of the Presidents*

# 约翰·亚当斯

## JOHN ADAMS

【美】小阿瑟·M·史勒辛格 主编

【美】哈尔·马科维奇 著  
林璐 译



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JOHN ADAMS 1735-1803

THE  
AMERICAN  
REVOLUTION

美国历史名人传记系列

# 约翰·亚当斯

JOHN ADAMS

美国独立战争、美国第一任副总统  
第二任总统、美国独立宣言  
起草人



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法律代表: 吕晓光

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主编: 小阿瑟·M·史勒辛格

作者: 哈尔·马科维奇

译者: 林璐

审订: 杜争鸣

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# ★ *Introduction* ★

Alexis de Tocqueville began his great work *Democracy in America* with a discourse on childhood. If we are to understand the prejudices, the habits and the passions that will rule a man's life, Tocqueville said, we must watch the baby in his mother's arms; we must see the first images that the world casts upon the mirror of his mind; we must hear the first words that awaken his sleeping powers of thought. "The entire man," he wrote, "is, so to speak, to be seen in the cradle of the child."

That is why these books on the childhoods of the American presidents are so much to the point. And, as our history shows, a great variety of childhoods can lead to the White House. The record confirms the ancient adage that every American boy, no matter how unpromising his beginnings, can aspire to the presidency. Soon, one hopes, the adage will be extended to include every American girl.

All our presidents thus far have been white males who, within the limits of their gender, reflect the diversity of American life. They were born in nineteen of our states; eight of the last thirteen presidents were born west of the Mississippi. Of all our presidents, Abraham Lincoln had the

least promising childhood, yet he became our greatest president. Oddly enough, presidents who are children of privilege sometimes feel an obligation to reform society in order to give children of poverty a better break. And, with Lincoln the great exception, presidents who are children of poverty sometimes feel that there is no need to reform a society that has enabled them to rise from privation to the summit.

Does schooling make a difference? Harry S. Truman, the only twentieth-century president never to attend college, is generally accounted a near-great president. Actually nine— more than one fifth—of our presidents never went to college at all, including such luminaries as George Washington, Andrew Jackson and Grover Cleveland. But, Truman aside, all the non-college men held the highest office before the twentieth century, and, given the increasing complexity of life, a college education will unquestionably be a necessity in the twenty-first century.

Every reader of this book, girls included, has a right to aspire to the presidency. As you survey the childhoods of those who made it, try to figure out the qualities that brought them to the White House. I would suggest that among those qualities are ambition, determination, discipline, education— and luck.

**—ARTHUR M. SCHLESINGER, JR.**

# 序

亚历克西斯·德·托克维尔以讲述人的童年作为他的巨著《美国的民主》的开始。托克维尔说，如果我们想理解支配一个人生活的偏见、习惯和爱好，我们必须观察他还是襁褓中的婴孩这一时期的情况；我们必须审视世界投射到他心灵上的第一个印记；我们必须聆听唤醒他那沉睡中的思想力量的第一句话。他写道：“可以说，从婴孩时期的摇篮中将可以了解整个人。”

这就是为什么这套关于美国总统童年的书如此重要。另外，正如历史所展示的，尽管童年时代的经历多种多样，却都能引导一个人走上通往白宫的道路。历史的记录验证了一句古话：每个美国男孩，不管早期看起来前途多么无望，都能够立志成为总统。人们还希望，这句古话所涵盖的范围不久将扩展，把每个美国女孩也包括在内。

迄今为止，所有的美国总统都是白人男性，他们在有限的性别范围之内，反映了美国生活的多样性。他们出生于合众国的19个州；最后13位当中有8位出生在密西西比河西部。在所有的总统当中，亚伯拉罕·林肯的童年最显得前途无望，然而他却成为美国历史上最伟大的总统。非常奇怪的是，童年生活优裕的总统有时却有一种责任感，进行社会改革，给家庭贫苦的孩子创造更好的机会。而另一方面，除林肯是一个特例之外，出身贫苦的总统有时却感到，对于使他们从穷困的底层发展到事业颠峰的社会，没有进行改革的必要。

学校教育重要吗？哈里·S·杜鲁门是仅有的一位从未上过大学的 20 世纪的美国总统，然而却被普遍认为接近最伟大的总统。实际上，我们的总统当中有 9 位——占全部的五分之一还多——从未上过大学，包括乔治·华盛顿、安德鲁·杰克逊以及格罗弗·克利夫兰这些杰出的人物。但是，除杜鲁门以外，所有这些没上过大学却担任了总统这一最显要职务的人都生活在 20 世纪以前。由于社会生活变得越来越复杂，大学教育毫无疑问将成为 21 世纪美国总统的必备条件。

该书的每位读者，包括女孩在内，都有权立志当总统。你们在探讨这些总统的童年时，要努力去领悟是什么品质使他们当上了白宫的主人。我在这里做一提示，在这些品质当中包括志向、决心、纪律、教育——当然还有机会。

——小阿瑟·M·史勒辛格





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## *“Joyfull News”*

**Y**oung John Adams sat in the one-room schoolhouse in his hometown of Braintree, Massachusetts, thoroughly bored with his studies. His teacher, Joseph Cleverly, had graduated from Harvard, the best college in the colonies. But in spite of his education, Cleverly could do no better than find a job teaching in a small town. Bitter at this turn of events, he was hardly a dedicated teacher. Those who suffered most from his laziness were the bright and promising students of Braintree. John Adams was one of those students.



# 第一章

## “可喜的消息”

小时候，约翰·亚当斯坐在那个只有一间屋子的简陋校舍里，对功课厌倦透了。当时，教他的那位名叫约瑟夫·克莱弗利的老师毕业于北美殖民地中最好的学府——哈佛学院<sup>①</sup>。尽管约瑟夫受过良好的教育，但也只能在小镇上教教书，而找不到更好的工作。由于对此一直耿耿于怀、心存不甘，他行为懒散，不专心教学。可是，布伦特里那些聪慧机灵、大有前途的学生却深受其害，其中包括约翰·亚当斯。

The Adams homestead in Braintree(now Quincy), Massachusetts. John Adams was born in the red house at right; he moved into the house next to it after marrying. Both structures are still standing.

图为亚当斯一家位于马萨诸塞布伦特里(现今昆西)的住宅。当初，约翰·亚当斯就出生在右边的那座红房子里。成家以后，他搬进了隔壁那座房子。这两座房子仍保留至今。

注：① 哈佛学院 (Harvard College)：建于1636年，始称剑桥学院。1639年，为了纪念学校创办人之一英国剑桥大学伊曼纽尔学院的文学硕士约翰·哈佛，更名为哈佛学院。1780年，哈佛学院被马萨诸塞州议会破格升为哈佛大学，此名一直沿用至今，常被简称为哈佛。

John enjoyed spending time outdoors. Sitting in Clev-  
erly's classroom, he often daydreamed of hunting with  
the rifle given to him by his father, John Adams Sr. The  
boy called the gun his "fowling piece" because he used it  
mostly to hunt birds, which are also known as fowl. But  
he hunted other small animals as well, including squirrels,  
rabbits, and woodchucks.

He enjoyed the company of his friends Edmund and  
Samuel Quincy. Another friend in Braintree was John  
Hancock. John Adams and his friends would often play  
hooky from school so they could romp in the woods out-  
side Braintree. They hunted, played games, or pretended  
that the Ponkapoag Indians were fierce savages. Nothing  
could have been further from the truth—the Ponkapoags  
were friendly Native Americans who would emerge from  
the forests near Braintree to fish in the Neponset River or  
trade with the townspeople. The Indians were often met  
by Colonel John Quincy, the Quincy boys' father, who  
had been appointed Indian agent for Braintree. It was  
Colonel Quincy's job to see to the needs of the Indians  
and keep the peace with them.

Still, it was fun for John Adams and his friends to hide  
beneath ridges and behind trees as they spied on the  
Ponkapoags, imagining themselves to be brave soldiers

小约翰喜欢户外活动。在克莱弗利的课堂上，他经常会想像用父亲老约翰·亚当斯送给自己的来福枪打猎时的情景。他称自己那杆枪为“鸟枪”，因为大部分时间都用它来打鸟。不过，他有时候也用它打松鼠、兔子以及土拨鼠之类的小动物。

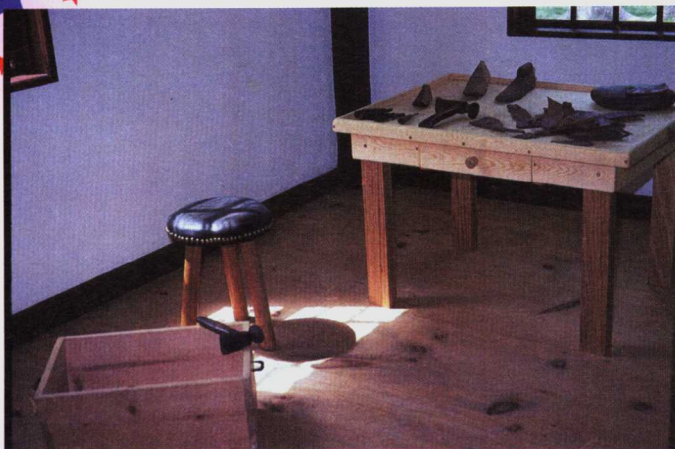
他喜欢和两个小伙伴埃德蒙和塞缪尔·昆西呆在一起。在布伦特里他还有另外一个小伙伴，名叫约翰·汉考克。小约翰与他的朋友们常常逃学去布伦特里郊外的林子里玩耍。他们在那要么打猎，要么做游戏，要么假扮成庞卡珀格印第安人<sup>①</sup>，故意摆出一副凶残野蛮的架势，再没有比小约翰他们的想法更离谱的了。现实中的庞卡珀格这个美洲印第安土著部落非常友善，他们经常从布伦特里附近的森林中出来，到尼庞赛特河里去捕鱼或与当地居民进行交易。当时，与这个部落经常打交道的印第安人事务官<sup>②</sup>就是小约翰的伙伴塞缪尔·昆西的父亲——约翰·昆西上校。他的职责就在于了解这些印第安人的需求，并且与他们维持和平共处的友好关系。

虽然如此，约翰·亚当斯和小伙伴们还是总喜欢躲在

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注：① 庞卡珀格印第安人(The Ponkapog Indians)：一个美洲印第安土著部落，当时其居住地为现今美国马萨诸塞州东部的坎顿和斯托顿。这个部落一直延续至今。

② 印第安人事务官(Indian agent)：负责处理印第安人事务的政府官员。



fighting against hostile Indians. Unknown to the boys, in a few years their game would no longer be the folly of young minds. In 1754 **colonists** in America would go to war against an invading French army, which allied itself with Indian tribes anxious to reclaim their lands and push the colonists out of North America. The clash became known as the French and Indian War.

Though they might have liked, John Adams and his friends could not play hooky every day. Back in Cleverly's classroom, John struggled to pay attention. He had little trouble with most of the assignments. In fact, he'd taught himself mathematics at a much faster pace than Cleverly had been teaching.





John Adams Sr. was a shoemaker as well as a farmer; in the former trade he would have used leatherworking tools like the ones pictured on this table in the family's Braintree home. John Adams later wrote that his father was of "sturdy, unostentatious demeanor" and "a solid citizen".

老约翰·亚当斯拥有双重职业身份，他既是鞋匠，又是农民。作为鞋匠，他经常要用图中所示的那些用具加工皮革。这些工具就放在布伦特里老家的桌子上。后来，约翰·亚当斯曾用“意志坚强、举止谦恭”以及“一个正直可靠的市民”等词描述父亲。

垄下或树后来窥察庞卡珀格印第安人的举动，并把自己想像成与印第安人英勇作战的斗士，他们觉得这样很好玩。孩子们不知道几年之后他们所玩的游戏就再也不是年幼无知的念头。1754年，北美殖民者向一支入侵的法国军队开战。此时，法军与那些渴望将殖民者赶出北美以便收回自己土地的印第安部落结成了联盟。这次冲突史称“法印战争”<sup>①</sup>。

尽管小约翰·亚当斯和他的小伙伴们可能很想天天都逃课去玩，但是他们不能这样。回到克莱弗利的课堂上，小约翰竭力使自己集中注意力听讲。对付老师布置的绝大多数作业，他一点都不费力。事实上，他自学数学的进度要比老师克莱弗利的讲课进度快得多。

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注：① 法印战争 (The French and Indian War): 1756-1763 年间，英法两国因争夺殖民地而发生了七年战争。印第安人协助法军与英军作战。



"I applyd myself to it at home alone and went through the whole Course, overtook and passed by all the Schollars and School, without any master," John wrote later.

Actually, there was one course at school that John found difficult. It was Latin, the language of the ancient Romans. By the 1700s few people spoke Latin fluently, but it was still employed in religious services, and many of its terms were used in the education of doctors and lawyers.

By the time John was 14 years old, he could take no more of Cleverly's classroom. He told his father that he wished to leave school and join him in working the fields of the family farm. John Adams Sr. was alarmed. He knew his boy was bright and had already decided to send him to Harvard College. The Adamses were by no means





During colonial times, farming was particularly backbreaking, but the young John Adams insisted that he would rather work in his family's fields than attend school. Eventually, his father convinced him to continue his studies.

在殖民地时期，干农活极其辛苦。可是，年少的约翰·亚当斯却坚持说，他宁愿留在自家农田里干活也不愿去上学。不过，他父亲最终还是说服了他去继续读书。

约翰后来写道：“我一个人在家，专心致志地把整门课从头到尾学了一遍，没有任何老师指导，而且学习进度超过了在校的其他所有学生。”

不过，小约翰心里对一门课也犯难，那就是拉丁语。拉丁语原为古罗马人的语言。18世纪时，已经很少有人能流利地讲拉丁语，但是它仍被用于当时的宗教仪式，而且很多拉丁词汇还被用于医学和法律教育。

14岁时，约翰再也听不进克莱弗利的课了。他跟父亲说他想离开学校，和父亲一起到自家农场上去干活。这使老约翰·亚当斯忧虑起来。他知道自己孩子天资聪颖，已决定送他上哈佛学院。亚当斯一家根本不富裕。老约翰

