



美国学生权威历史教材  
美国历史研究标准参考书

# 美国历史

★英汉对照 经典珍藏版★

(美) 爱德华·钱宁 (Edward Channing) 著

(美国哈佛大学著名历史教授)

刘强 高岭 李勇 译

学生  
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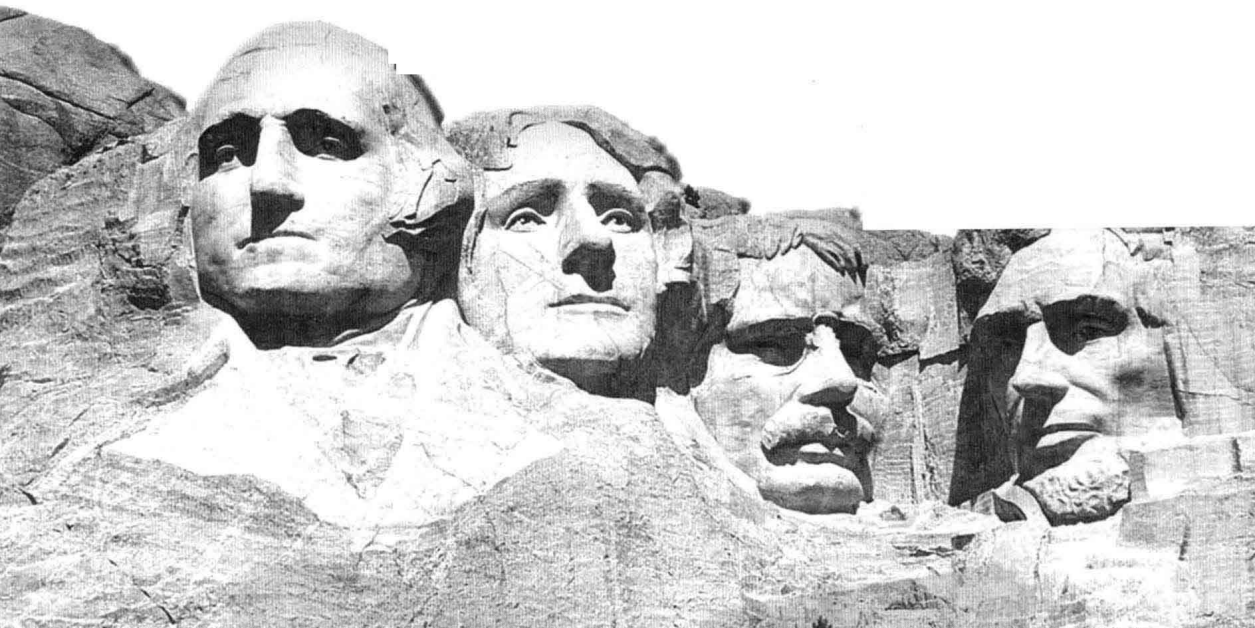
A SHORT HISTORY OF  
THE UNITED STATES

留学美国最佳参考读本 美国高考(SAT)参考教材

探究美国历史文化最佳读本

哈佛大学著名教授史学里程碑著作

中国三峡出版社



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# PREFACE

The aim of this little book is to tell in a simple and concise form the story of the founding and development of the United States. The study of the history of one's own country is a serious matter, and should be entered upon by the text-book writer, by the teacher, and by the pupil in a serious spirit, even to a greater extent than the study of language or of arithmetic. No effort has been made, therefore, to make out of this text-book a story book. It is a text-book pure and simple, and should be used as a text-book, to be studied diligently by the pupil and expounded carefully by the teacher.

Most of the pupils who use this book will never have another opportunity to study the history and institutions of their own country. It is highly desirable that they should use their time in studying the real history of the United States and not in learning by heart a mass of anecdotes, —often of very slight importance, and more often based on very insecure foundations. The author of this text-book, therefore, has boldly ventured to omit most of the traditional matter which is usually supposed to give life to a text-book and to inspire a “love of history,” —which too often means only a love of being amused. For instance, descriptions of the formation of the Constitution and of the struggle over the extension of slavery here occupy the space usually given to the adventures of Captain John Smith and to accounts of the institutions of the Red Men. The small number of pages available for the period before 1760 has necessitated the omission of “pictures of colonial life,” which cannot be briefly and at the same time

## 前 言

这本小书要以简洁明了的风格讲述美国的成立与发展。对祖国历史的学习是件严肃的事情，作者、老师、学生都要严肃对待，甚至可以说其重要程度要超过对语言和算术的学习。因此，笔者从来没有想过要把这本教科书打造成故事书。这就是纯粹的教科书，也应该被当成教科书使用，学生要刻苦地学，老师要认真细致地教。

本书的多数读者将不会再有机会学习祖国的建立和历史。作者最希望看到的就是读者能够花时间学习真正的美国历史，而不是死记硬背通常没有太多价值也没有可靠根据的事件。为此，笔者大胆地略去了许多大家认为会使历史书增色并激发读者“对历史的热爱”的传统事件，因为它们激发的通常是对娱乐的爱。比如，通常讲述约翰·史密斯船长的冒险经历及印第安人习俗的篇章本书则代之以宪法的形成以及反对奴隶制的蔓延。此外，1760年之

accurately described. These and similar matters can easily be studied by the pupils in their topical work in such books as Higginson's *Young Folks' History*, Eggleston's *United States and its People*, and McMaster's *School History*. References to these books and to a limited number of other works have been given in the margins of this text-book. These citations also mention a few of the more accessible sources, which should be used solely for purposes of illustration.

It is the custom in many schools to spread the study of American history over two years, and to devote the first year to a detailed study of the period before 1760. This is a very bad arrangement. In the first place, it gives an undue emphasis to the colonial period; in the second place, as many pupils never return to school, they never have an opportunity to study the later period at all; in the third place, it prevents those pupils who complete this study from gaining an intelligent view of the development of the American people. And, finally, most of the time the second year is spent in the study of the Revolutionary War and of the War for the Union. A better way would be to go over the whole book the first year with some parallel reading, and the second year to review the book and study with greater care important episodes, as the making of the Constitution, the struggle for freedom in the territories, and the War for the Union. Attention may also be given the second year to a study of industrial history since 1790 and to the elements of civil government. It is the author's earnest hope that teachers will regard the early chapters as introductory.

Miss Annie Bliss Chapman, for many years a successful teacher of history in grammar schools, has kindly provided a limited number of suggestive questions, and has also made many excellent suggestions to teachers. These are all appended to the several divisions of the work. The author has added a few questions and a

前的史料不详，无法做到简练、精确地描述“殖民生活”，因此必须略去此处。关于这一类的历史事件及内容，学生们可以很容易地通过希金森的《写给年轻人的历史》、艾格利斯通的《美国及其人民》、麦克马斯特的《学校历史》等书籍获得。本书在旁注里把这些书及另外一些参考资料都列了出来，并附带给出了更容易找到的仅供例证的参考资料出处。

许多学校都开两学年的美国历史课，这是惯例，并且会把第一学年全部分配给1760年以前的时期，这种安排很不恰当。首先，殖民时期被过度强调；其次，许多学生不再返学，也就没机会再学后面的部分了；第三，这一部分的学习往往会造成学生无法全面地认识美国的发展；最后，第二学年的课程多用于独立战争及南北战争的教学。更好的教学方案应该是第一学年就通读全书，辅以平行阅读，第二学年复习并重点关注宪法制定、各殖民地的独立之战、南北战争等重要章节。第二学年也可重点学习1790年之后的工业史以及政府的组建。笔者热切希望教师仅把前面有关早期历史的章节当作引言。

在语法学校有多年历史教学经验的安妮·布里斯·查普曼很热心地提出了一些建设性的意见，并且为教师们提了很棒的建议，这些都被附录在本

few suggestions of his own. He has also altered some of Miss Chapman's questions. Whatever there is commendable in this apparatus should be credited to Miss Chapman. Acknowledgments are also due to Miss Beulah Marie Dix for very many admirable suggestions as to language and form. The author will cordially welcome criticisms and suggestions from any one, especially from teachers, and will be very glad to receive notice of any errors.

书相应的章节中。笔者也提出了一些意见和建议，并且完善了查普曼的部分建议，这其中值得称道的地方都要归功于查普曼。同时要感谢比尤拉·玛丽·迪克斯女士对本书语言及格式体例提出的建议。笔者恳请读者，尤其是教师，对本书提出批评及建议，并欢迎指正。

# 目 contents 录

## PART I DISCOVERY AND EXPLORATION, 1000–1600 第一部分 发现与探险 ( 1000–1600年 )

### CHAPTER 1 THE EUROPEAN DISCOVERY OF AMERICA

第1章 欧洲发现美洲 / 3

### CHAPTER 2 SPANISH AND FRENCH PIONEERS IN THE UNITED STATES

第2章 进入美洲的西班牙及法国开拓者 / 8

### CHAPTER 3 PIONEERS OF ENGLAND

第3章 英格兰开拓者 / 14

## PART II COLONIZATION, 1600–1660 第二部分 殖民时期 ( 1600–1660年 )

### CHAPTER 4 FRENCH COLONISTS, MISSIONARIES, AND EXPLORERS

第4章 法国殖民者、传教士及探险家 / 21

### CHAPTER 5 VIRGINIA AND MARYLAND

第5章 弗吉尼亚和马里兰 / 24

### CHAPTER 6 NEW ENGLAND

第6章 新英格兰 / 30

### CHAPTER 7 NEW NETHERLAND AND NEW SWEDEN

第7章 新荷兰及新瑞典 / 38

**PART III A CENTURY OF COLONIAL HISTORY, 1660–1760****第三部分 一个世纪的殖民史 (1660–1760年)****CHAPTER 8 THE COLONIES UNDER CHARLES II**

第8章 查理二世的殖民统治 / 49

**CHAPTER 9 COLONIAL DEVELOPMENT, 1688–1760**

第9章 殖民地的发展 (1688–1760年) / 57

**CHAPTER 10 EXPULSION OF THE FRENCH**

第10章 驱逐法国人 / 62

**PART IV COLONIAL UNION, 1760–1774****第四部分 殖民地联盟 (1760–1774年)****CHAPTER 11 BRITAIN'S COLONIAL SYSTEM**

第11章 英国的殖民制度 / 73

**CHAPTER 12 TAXATION WITHOUT REPRESENTATION**

第12章 无代表权收税 / 76

**CHAPTER 13 REVOLUTION IMPENDING**

第13章 革命在即 / 84

**PART V THE WAR OF INDEPENDENCE, 1775–1783****第五部分 独立战争 (1775–1783年)****CHAPTER 14 BUNKER HILL TO TRENTON**

第14章 从邦克山到特伦顿 / 97

**CHAPTER 15 THE GREAT DECLARATION AND THE FRENCH ALLIANCE**

第15章 《独立宣言》和法国联盟 / 105

**CHAPTER 16 INDEPENDENCE**

第16章 独立 / 112



**PART VI The Critical Period, 1783–1789**  
**第六部分 关键时期 ( 1783–1789年 )**

CHAPTER 17 The Confederation, 1783–1787  
第17章 联邦 ( 1783–1787年 ) / 123

CHAPTER 18 Making Of The Constitution, 1787–1789  
第18章 立宪 ( 1787–1789年 ) / 129

**PART VII THE FEDERALIST SUPREMACY, 1789–1801**  
**第七部分 联邦党掌权 ( 1789–1801年 )**

CHAPTER 19 ORGANIZATION OF THE GOVERNMENT  
第19章 组建政府 / 141

CHAPTER 20 RISE OF POLITICAL PARTIES  
第20章 政党出现 / 150

CHAPTER 21 THE LAST FEDERALIST ADMINISTRATION  
第21章 最后一个联邦党政府 / 157

**PART VIII THE JEFFERSONIAN REPUBLICANS, 1801–1812**  
**第八部分 杰斐逊代表的共和党人 ( 1801–1812 年 )**

CHAPTER 22 / 169 THE UNITED STATES IN 1800  
第22章 1800年的美国 / 169

CHAPTER 23 JEFFERSON'S ADMINISTRATIONS  
第23章 杰弗逊政府 / 174

CHAPTER 24 CAUSES OF THE WAR OF 1812  
第24章 1812年战争起因 / 181

## PART IX WAR AND PEACE, 1812–1829

## 第九部分 战争与和平 (1812–1829年)

CHAPTER 25 THE SECOND WAR OF INDEPENDENCE, 1812–1815

第25章 第二次独立战争 (1812–1815年) / 195

CHAPTER 26 THE ERA OF GOOD FEELING, 1815–1824

第26章 幸福时代 (1815–1824年) / 205

CHAPTER 27 NEW PARTIES AND NEW POLICIES, 1824–1829

第27章 新党派与新政策 (1824–1829年) / 211

## PART X THE NATIONAL DEMOCRACY, 1829–1844

## 第十部分 国家民主 (1829–1844年)

CHAPTER 28 THE AMERICAN PEOPLE IN 1830

第28章 1830年美国的人口 / 223

CHAPTER 29 THE REIGN OF ANDREW JACKSON, 1829–1837

第29章 安德鲁·杰克逊主政时期 (1829–1837年) / 229

CHAPTER 30 DEMOCRATS AND WHIGS, 1837–1844

第30章 民主党和辉格党 (1837–1844年) / 236

## PART XI SLAVERY IN THE TERRITORIES, 1844–1859

## 第十一部分 领土内的奴隶制 (1844–1859年)

CHAPTER 31 BEGINNING OF THE ANTISLAVERY AGITATION

第31章 反对奴隶制的开始 / 247

CHAPTER 32 THE MEXICAN WAR

第32章 墨西哥战争 / 251

CHAPTER 33 THE COMPROMISE OF 1850

第33章 1850年折中法案 / 258

CHAPTER 34 THE STRUGGLE FOR KANSAS

第34章 关于堪萨斯的纷争 / 264

PART XII SECESSION, 1860-1861

第十二部分 分裂 (1860-1861年)

CHAPTER 35 THE UNITED STATES IN 1860

第35章 1860年的美国 / 277

CHAPTER 36 SECESSION, 1860-1861

第36章 南方各州脱离联邦 (1860-1861年) / 282

PART XIII THE WAR FOR THE UNION, 1861-1865

第十三部分 统一战争 (1861-1865年)

CHAPTER 37 THE RISING OF THE PEOPLES, 1861

第37章 人民的觉醒 (1861年) / 293

CHAPTER 38 BULL RUN TO MURFREESBORO', 1861-1862

第38章 从布尔·朗到莫福利保罗 (1861-1862年) / 297

CHAPTER 39 THE EMANCIPATION PROCLAMATION

第39章 《解放奴隶宣言》 / 306

CHAPTER 40 THE YEAR 1863

第40章 1863年 / 312

CHAPTER 41 THE END OF THE WAR, 1864-1865

第41章 战争结束 (1864-1865年) / 318

PART XIV RECONSTRUCTION AND REUNION, 1865-1888

第十四部分 重建联邦 (1865-1888年)

CHAPTER 42 PRESIDENT JOHNSON AND RECONSTRUCTION, 1861-1869

第42章 约翰逊总统和美国重建 (1861-1869年) / 335

CHAPTER 43 FROM GRANT TO CLEVELAND, 1869–1889

第43章 从格兰特到克利夫兰（1869–1889年） / 342

PART XV NATIONAL DEVELOPMENT, 1889–1900

第十五部分 国家的发展（1889–1900年）

CHAPTER 44 CONFUSION IN POLITICS

第44章 政坛混乱 / 357

CHAPTER 45 THE SPANISH WAR, 1898

第45章 美西战争（1898年） / 362

Appendix（附录）

CONSTITUTION OF THE UNITED STATES OF AMERICA

美国宪法 / 374

# PART I

DISCOVERY AND EXPLORATION, 1000–1600



## 第一部分

发现与探险（1000–1600年）

## Books for Study and Reading

**References.**—Parkman's *Pioneers of France* (edition of 1887 or a later edition); Irving's *Columbus* (abridged edition).

**Home Readings.**—Higginson's *Tales of the Enchanted Islands of the Atlantic*; Mackie's *With the Admiral of the Ocean Sea* (Columbus); Lummis's *Spanish Pioneers*; King's *De Soto in the Land of Florida*; Wright's *Children's Stories in American History*; Barnes's *Drake and his Yeomen*.

## CHAPTER I

### THE EUROPEAN DISCOVERY OF AMERICA

1. Leif Ericson discovers America, 1000.—In our early childhood many of us learned to repeat the lines:—

*Columbus sailed the ocean blue  
In fourteen hundred, ninety-two.*

We thought that he was the first European to visit America. But nearly five hundred years before his time Leif Ericson had discovered the New World. He was a Northman and the son of *Eric the Red*. Eric had already founded a colony in Greenland, and Leif sailed from Norway to make him a visit. This was in the year 1000. Day after day Leif and his men were tossed about on the sea until they reached an unknown land where they found many grape-vines. They called it Vinland or Wineland. They Then sailed northward and reached Greenland in safety. Precisely where Vinland was is not known. But it certainly was part of North America. Leif Ericson, the Northman, was therefore the real discoverer of America.

Leif discovers  
America, 1000.  
Higginson, 25-30;  
American History  
Leaflets, No. 3.

## 第1章 欧洲发现美洲

1. 列夫·埃里克森发现美洲 (1000年)——许多人自幼就会背诵的这两句诗:

公元一四九二,  
哥伦布扬帆蓝海

许多人认为哥伦布是第一个到达美洲的欧洲人,但在他之前约500年,列夫·埃里克森就已发现了新大陆。列夫·埃里克森的父亲(北欧人雷德埃里克)在格陵兰岛建立了殖民地,因此他在公元1000年起航,“从挪威出发去拜访父亲”。他与自己的随员日复一日地在海上颠簸航行,最后他们抵达一片长满葡萄藤的未知土地,并把这里命名为温兰德。之后他们一路北上,安全抵达格陵兰岛。温兰德的具体位置不得而知,但可以确信这就是美洲的一部分。因此,北欧人列夫·埃里克森是美洲的真正发现者。

Marco Polo, Cathay,  
and Cipango.

**2. Early European Travelers.**—The people of Europe knew more of the lands of Asia than they knew of Vinland. For hundreds of years missionaries, traders, and travelers visited the Far East. They brought back to Europe silks and spices, and ornaments of gold and of silver. They told marvelous tales of rich lands and great princes. One of these travelers was a Venetian named Marco Polo. He told of Cathay or China and of Cipango or Japan. This last country was an island. Its king was so rich that even the floors of his palaces were of pure gold. Suddenly the Turks conquered the lands between Europe and the golden East. They put an end to this trading and traveling. New ways to India, China, and Japan must be found.

Portuguese  
seamen.

**3. Early Portuguese Sailors.**—One way to the East seemed to be around the southern end of Africa—if it should turn out that there was a southern end to that Dark Continent. In 1487 Portuguese seamen sailed around the southern end of Africa and, returning home, called that point the Cape of Storms. But the King of Portugal thought that now there was good hope of reaching India by sea. So he changed the name to Cape of Good Hope. Ten years later a brave Portuguese sailor, Vasco da Gama, actually reached India by the Cape of Good Hope, and returned safely to Portugal (1497).



EUROPE, ICELAND, GREENLAND, AND NORTH AMERICA.

## 2. 早期欧洲

旅行家。——欧洲人对亚洲的知识远远超过对温兰德的了解。几百年来传教士、商人、旅行家往返于远东与欧洲之间。他们不但把丝绸、香料以及金银饰品带回欧洲，而且宣讲东方的富有与王公贵族的伟大。其中意大利旅行家马可·波罗讲到了中国和日本。他说日本这个岛国的君主无比富有，连宫殿的地板都是纯金铺成的。土耳其突然控制了欧洲与富有的远东之间的领土，切断了东西方的陆路商旅通道，因此寻找到通往印度、中国和日本的新路径也就成了必然。

**3. 早期葡萄牙航行者。**——通往东方的一条路看起来应该是在非洲的南端——如果非洲南部有这么一个尽头的话。1487年，葡萄牙船员沿非洲南端航行并返回本国，把这里称为“风暴角”，但葡萄牙国王认为有到达印度的希望了，因此把这里更名为“好望角”。十年之后，即1497年，勇敢的葡萄牙航行者达伽马经好望角抵达印度并安全返航。



4. Columbus.—Meantime Christopher Columbus, an Italian, had returned from an even more startling voyage. From what he had read, and from what other men had told him, he had come to believe that the earth was round. If this were really true, Cipango and Cathay were west of Europe as well as east of Europe. Columbus also believed that the earth was very much smaller than it really is, and that Cipango was only three thousand miles west of Spain. For a time people laughed at the idea of sailing westward to Cipango and Cathay. But at length Columbus secured enough money to fit out a little fleet.

Columbus and his beliefs. Higginson, 31-35; Eggleston, 1-3; American History Leaflets, No. 1.

5. The Voyage, 1492.—Columbus left Spain in August, 1492, and, refitting at the Canaries, sailed westward into the Sea of Darkness. At ten o'clock in the evening of October 20, 1492, looking out into the night, he saw a light in the distance. The fleet was soon stopped. When day broke, there, sure enough, was land. A boat was lowered, and Columbus, going ashore, took possession of the new land for Ferdinand and Isabella, King and Queen of Aragon and Castile. The natives came to see the discoverers. They were reddish in color and interested Columbus—for were they not inhabitants of the Far East? So he called them Indians.

Columbus reaches America, 1492. Higginson, 35-37; Eggleston, 3-5.

6. The Indians and the Indies.—These Indians were not at all like those wonderful people of Cathay and Cipango whom Marco Polo had described. Instead of wearing clothes of silk and of gold embroidered satin, these people wore no clothes of any kind. But it was plain enough that the island they had found was not Cipango. It was probably some island off the coast of Cipango, so on Columbus sailed and discovered Cuba. He was certain that Cuba was a part of the mainland of Asia, for

The Indians, Higginson, 13-24; Eggleston, 71-76.

4. 哥伦布。——与此同时，意大利人哥伦布历经更加惊险的旅程安全返航。通过自己阅读，也经别人说教，他开始相信地球是圆的。如果真是这样，中国和日本在欧洲的东方，也在欧洲的西方。哥伦布还认为地球非常小——他认为的地球比真实的地球小得多，他觉得日本就在西班牙西方3000英里的位置。有很长一段时间，大家都嘲笑向西航行也可以抵达日本和中国的想法，但最终哥伦布还是筹足资金组建了一个小型舰队。

5. 1492年的航行。——1492年8月，哥伦布离开西班牙，在加那利群岛补给充足后向西进入大西洋。1492年10月20号晚上10点，哥伦布在黑暗中看到了光线。船队很快停航，天亮后他们毫无疑问地发现了陆地。他们放下一只小船，哥伦布乘小船登陆，为西班牙国王费迪南德和王后伊莎贝拉占领了这块新领地。土著人来见这些开拓者。他们的红皮肤让哥伦布很感兴趣——因为这不就是远东的居民吗？因此他把他们称作印第安人。

6. 印第安人与印度群岛。——这些印第安人跟马可波罗描述的中国人和