

1965

## Studies in current adolescent slang

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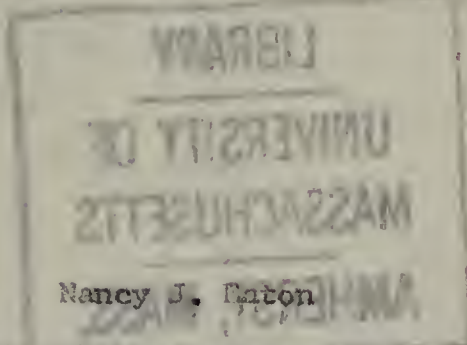
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STUDIES IN CURRENT ADOLESCENT SLANG



A.B., Smith College; M.A., Yale University

Thesis submitted to the Graduate Faculty in  
partial fulfillment of the requirements for  
the degree of Master of Arts in English

University of Massachusetts, Amherst

May 15, 1965

## ABBREVIATIONS

|                       |                          |
|-----------------------|--------------------------|
| <u>abbr.</u>          | abbreviation             |
| <u>adj.</u>           | adjective                |
| <u>adv.</u>           | adverb                   |
| <u>AS</u>             | <u>American Speech</u>   |
| <u>cf.</u>            | compare                  |
| <u>mod. phr.</u>      | modifying phrase         |
| <u>n.</u>             | noun                     |
| <u>n.pl.</u>          | noun plural              |
| <u>n.s. &amp; pl.</u> | noun singular and plural |
| <u>Syn.</u>           | synonym                  |
| <u>v.i.</u>           | verb intransitive        |
| <u>v. phr.</u>        | verb phrase              |
| <u>v.t.</u>           | verb transitive          |

## PREFACE

The idea of studying language at the substandard level of slang might not seem especially attractive to those inured to social proprieties, prescriptive grammar, and the cultivation of elevated speech. However, at the slang level language is often dynamic, original, and notably lacking in self-consciousness. Concrete and earthy, it is as refreshingly honest as it is sometimes distressingly crude. At the same time, it often suffers by being faddish, tending to generalisation on the one hand and affectation on the other. Some of it dies early, some of it lives on, and every day new slang enters speech. Because, for the most part, it is socially-identifying, slang is highly revealing about those who use it, reflecting their values, their experiences, and their needs.

This study takes its origin from a desire to understand better this level of language as it is manifested among adolescents today. Although the study focuses on current speech habits, it cannot avoid uncovering information about its speakers, so integral to thought and action is the language-symbol. Since slang supposedly is uninhibited speech (though, as we discover, it can be self-consciously cultivated by the young), it often lays bare the personality from which it emanates. The investigation of what adolescents talk about and how they talk, emphasizes graphically the inseparability of language and life.

For this study to have been possible at all, the assistance of many individuals was required. I am, therefore, particularly indebted to my classes at Longmeadow High School for their cooperation, interest, and enthusiasm in providing the necessary language data. Generous and unselfish in their efforts for this project, they were not merely contributing but vital and sustaining to it. Also, I wish to thank my research advisor, Dr. Audrey Duckert for her interest and helpful suggestions.

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## STUDIES IN CURRENT ADOLESCENT SLANG

### I. The Plan and Scope of the Study

The popularity of slang among the young is widely recognized. Adolescents especially seem devoted to its creation and use, so much so that Robertson-Cassidy claim<sup>1</sup> that today slang is most vigorous at the teenage level. It seemed likely, therefore, that a useful, inductive analysis of slang might be done among present high school classes with the view to uncovering current vocabulary, student attitudes towards language, and possibly some of the psychological and sociological implications inherent in their slang.

To begin with, some operational definition of slang is necessary since the term itself has had variable application. According to the Oxford Dictionary, whose<sup>2</sup> definition Mencken supports, it is essentially colloquial, substandard, idiosyncratic language which involves "new words...or current words employed in some special sense." Notably short-lived, slang seeks effectiveness:

The purpose behind the origin of all slang is that of stating an idea vividly and freshly, though sometimes the expressions themselves are not obvious enough to reveal how this purpose is accomplished. The aptness of slang is usually based on its humor, its exaggeration, its onomatopoeic effect,<sup>3</sup> or on a combination of these qualities.

Berrey and Van den Bark simply call it "unconventional

speech," and therefore include the special vocabularies  
(jargons) of classes and occupations in their dictionary.<sup>4</sup>  
Flexner, however, emphasizes the users and their attitudes  
towards word meanings, "the 'flavor' [slang] conveys";  
for his purposes, slang is "frequently used by or intel-  
ligible to a rather large portion of the general American  
public, but not accepted as good, formal usage by the  
majority."<sup>5</sup> However helpful, these definitions are somewhat  
post facto since the surveys conducted, depended largely  
on the students' individual understandings of slang in  
order to avoid any unnecessarily superimposed preconcep-  
tions upon them and so to destroy the possibility of  
gaining any insight into their attitudes towards language.  
At the same time, the investigation requires some guiding  
definition to arrive at responsible classifications and  
interpretations of the vocabulary collected. In order  
to encourage spontaneity from those questioned and to safe-  
guard against the indiscriminate relativity of wholly  
subjective considerations of the term, the following  
operational definition is proposed for this project:  
current adolescent slang consists of all unconventional  
words and expressions submitted as slang by their users,  
having the characteristic of limited propriety as conscious  
departures from standard, educated speech. Recent studies  
have noted differing types of slang present in campus

vocabularies, much of which is not peculiar to the given student community, and at least one observer has pointed out that what is truly school slang is only that which is indigenous to its community.<sup>6</sup> Despite Kratz's opinion that the slang of a particular group comprises the vocabulary generated by that group (as opposed to "general American slang"), this study will not be confined to words or meanings that are unique to their users. The aim is to sample just what slang is currently popular with the group studied, whether that slang is shared with other native speakers or not.

Although much study has been made of campus words, little has been done in the area of adolescent slang specifically. Because of the nature of this investigation, the principal bibliography, therefore, is American and relatively recent. American Speech was consulted to 1945, twenty years considered a sufficient period covering the life-times of the students involved and reflecting post-World War II speech. The Fourth Abridged Edition of Mencken's The American Language (1963) with additions by Raven I. McDavid, Jr. and David W. Maurer provided important background as did two collections of American slang: Berrey and Van den Bark's The American Thesaurus of Slang (1942, 1953) and Wentworth and Flexner's Dictionary of American Slang (1960).

Purposely synchronic, this survey makes no claim to being exhaustive; historical and comparative investigations remain to be undertaken in later diachronic studies. Furthermore, no single community, school, or segment of its students could possibly exceed being but partially representative of the speech phenomena of adolescents in general. Apart from the ephemeral nature of slang, the local, in-group, and even private vocabularies encountered, limit the present collection, which is admittedly fragmentary and, in many instances, of very restricted currency. Boys having outnumbered girls in both years of the study, the collection reflects a masculine slant. Since the work is synchronic, emphasis has been placed on the collection and arrangement of vocabulary; hence, the glossary represents the bulk of the research.

Ideally, to acquire the slang of a particular group, one would record all examples heard in actual use among that group over a given period of time. But to have ready access to such slang, one would probably have to be a member of that group. Since slang is so often used for social identification to the exclusion of outsiders, an adult researcher among adolescents would undoubtedly encounter real difficulty attempting to collect it in such fashion. Handbooks for secondary school teachers frequently advise against forced attempts at identifying with students

by the use of their slang, and students invariably smile when they hear very much of it from an adult. To them, anyone who tries to be "with it," yet necessarily fails (often because the slang he employs is already outmoded), is a "swinger." In order, then, to arrive at an approximation of at least some current adolescent slang, a more practicable approach was adopted.

Initiated in the spring of 1964, this study was continued in the spring of 1965 with certain methodological modifications. The Town of Longmeadow, Massachusetts is a prosperous residential community suburban to Springfield. The public high school has an enrollment of about 900, only a small percentage of which do not proceed to higher education. Because of daily contact as the English teacher of the students involved, the author, was, of necessity, restricted to them. In the 1964 survey five separate classes, four senior and one junior (ages 16 to 21), were asked to record at random any slang they actually used with definitions and examples of use. Since the responses were to be anonymous, complete liberty was encouraged, with the result that several obviously took advantage of titillating the senses and defying the proscriptions of school atmosphere; others, however, must have answered cautiously, even timidly. Altogether, 212 terms were collected from 82 students. In this and the later collection, some terms appeared in definitions as synonyms and therefore were

included in the glossary. Student attitudes towards slang were uncovered through class discussions, which were kept general and informal.

In the second year three separate surveys were made. These involved at most seventy respondents in five senior classes, who provided over 300 additional terms. First, a series of questions was asked about their understanding, use, and invention of slang. Next, the classes were asked to write down any slang they actually used, again with definitions and examples of use. Needless to say, there were many duplications from the preceding year as well as a quantity of different terms. Last, on a separate day, the students were given a list of all expressions collected in 1964 (with parts of speech indicated but no definitions). Each was asked to check the terms he actually used and to write "O" after any he did not recognize. In this questionnaire, information about the currency of terms was sought. In all three surveys the students were asked to indicate boy or girl in order to discover any correlation between slang and the sex of its users, and all responses were made anonymously. In addition, small groups of students were asked to volunteer to discuss together with the researcher the words submitted, their definitions, spellings, pronunciations, and currency. The discussion groups, consisting of no more than six students each, met in school but out of class.

## II. Pedagogical Ramifications of the Study

As a pedagogical venture, surveying the students proved rewarding. The idea of anonymously submitting any slang they used, struck them initially with amazement and disbelief. To be allowed such license by a teacher within the classroom demanded some reassurances that nothing would be held against them. Although the concern expressed over possible effects on grades, school records, and college entrance was facetious and jocular, one wonders if such banter betrayed underlying fears and insecurity towards school and academic achievement generally.

Fortunately, interest in the project was lively and genuine. The most frequently asked questions were: "Why are you doing this?" and "What will be done with it?" Although amused by the novelty of the experience, the students soon settled into a serious mood and went about writing their responses thoughtfully. Occasionally tittering could be heard, and boys in particular took delight in outdoing each other, although comparing responses was discouraged. A few boys became red-faced as they wrote, but the girls seemed quite contained and even passive. One student neglected to write "boy" on his paper, and when asked to identify it (even though only a fragment of writing was revealed), he became distressingly embarrassed and roseate. Finally admitting its authorship, he commented

to himself, "Oh, well, you've got to face reality." The experience demanded an unmasking of self and an honesty which was both difficult and salutary; it is noteworthy that this boy was one of the first to volunteer for the group discussions. Although boys displayed the most enthusiasm for the project, several seeming to have experienced salacious thrills thereby, some girls showed great concern. One took it upon herself to meet with friends out of school and, on her own, collect a list of slang which she presented the next morning. Another girl, realizing that her boy friend's nationality background might provide the source of an unidentified, apparently indelicate term, rushed out to his car at the close of school and came back breathlessly with the needed definition.

Most interesting were the discussion groups, which were planned with the approval of the department chairman and the school principal. There was no problem in soliciting volunteers, and after the first sessions even more students expressed interest in participating. A few students presumably entered the groups "to learn"; some were motivated by a spirit of adventure or seemingly self-assured bravado; most, however, volunteered out of a sincere desire to assist. During the discussions, some, especially girls, found that they were quite ignorant of many of the terms submitted by their classmates, and

their initial, assumed "sophistication" soon crumbled. When faced with being analytical about what otherwise would be sensitive, embarrassing, and even taboo, all became objective, sincere, and discerning. Boys showed little reluctance to discuss and exceeded the girls in ease and candor even with a female questioner, their English teacher. They actually took on a chivalric, almost parental concern. All seriousness, they were very responsible and eager that each term be understood correctly. Possibly they were flattered that they were recognized as having exclusive and valuable knowledge to transmit to the teacher. In dealing with slang where indelicacies and sexual references were involved, they became straightforward to the point of being clinical. At the side of such seriousness, there was good-natured argument and teasing among them, especially when any one protested ignorance or claimed authority about a given term. Derisive nationality labels and similar maledictions often gave rise to such playfulness.

As a learning experience, the slang discussions were salutary. Apart from providing the opportunity of first-hand observation and participation in an academic project, the discussions made the students precise in their thinking and discriminating in their definitions. Since they were dealing with familiar and often personal subject matter, many, who are otherwise not especially capable verbally, showed unprecedented ability to classify and find differ-

entiae. Forced to be critical and articulate, they revealed an innate sensitivity to language, nuance of meaning, and appropriateness of context. If nothing else was gained by these panels, surely they were valuable as media for developing language awareness and vigorous discussion.

Possibly the student cooperation in such efforts arises from rapport built up over the school year between teacher and classes. However, one suspects that in the discussions, at least, the immediate approach of the researcher is paramount to success. Shown respect and trust, students assume responsibility readily; just as important is the researcher's attitude toward their language. Objectivity and a sense of humor combined with a lack of shock, embarrassment, censure, and "carry-over" to the classroom evoke cooperation and response. Such an attitude seems best conveyed by pursuing each term honestly without evasion. By going through the expressions alphabetically, even mechanically, an impersonal approach is emphasized. The researcher's enunciation of the terms and definitions in an objective manner induces student confidence in and respect for the project. As evidence of such results, the following incident occurred. A teaching colleague with whom some of the participating students met later, indicated that they were much impressed by the researcher's "daring." The students admitted that there were some terms whose complete meanings they did

not dare reveal; yet when the researcher read them these meanings, they respected her unexpected knowledge: "She didn't pull any punches," they reported.

In talking about their slang, students are talking about themselves. Their need and desire to communicate their special world is evidenced in their willingness and inhibition when provided the opportunity for purposeful discussion. Since almost no embarrassment ensued during the interviews, it appears that open discussion provides a healthy release. Although some students probably assumed a guise of sophisticated nonchalance, others who were initially uneasy were soon contained. Not a few seemed sufficiently insured to their vocabulary as to be unperturbed by it. Possibly the maturity of some students in this venture resulted from a sense of importance; they may have felt dignified by the serious interest being taken in their vocabularies and the preoccupations reflected therein. Furthermore, whatever is ribald, malevolent, or downright obscene is undercut and utterly vitiated through serious investigation and objective verbalization. /Despite some play with the situation, the overwhelmingly sincere response of those involved indicates that adolescents appreciate their world being taken seriously without censure, for their slang is clearly a most intimate, exclusive, and characteristic manifestation of themselves. To deal with it is, in many instances, to break barriers and reach

realities concerning them and their lives, realities of which even they are often unaware. Their disarming sophistication, assumed or real, contrasts ironically with the restrictedness of their callow, insular world, for their slang reflects limited interests and abounds in a preoccupation with trivia. Their ignorance of each other's vocabulary as well as more commonly known terms indicates significant gaps, for what they do not know is as important as what they do know, both individually and collectively. In surveying their speech, more than linguistic information about adolescents results. When the slang which has guarded them is displayed and explained, there is made possible a communication and liberating of themselves in a way apparently not experienced heretofore in a school situation.

### III. Some Conclusions Concerning the Vocabulary Collected

In a recent article about current campus slang, Lawrence Poston distinguishes three vocabulary groupings which are useful to this investigation: (1) slang shared by "most speakers, a general and notably sexual vocabulary," (2) "a vocabulary relating to schoolwork and to campus social life in general," and (3) "specialized vocabularies within campus groups (sororities, fraternities, technical fields)."<sup>7</sup> In the Longmeadow collection, the vocabulary is almost exclusively of the first type. Specialized terms are noticeably lacking; for instance, there are no words for persons, places, or activities in the local community or even in the school itself, with the possible exception of a few words which pertain to test-taking. The preponderance of "general" slang and established vocabulary is countered only by occasional private slang and nonce expressions. Many words of relative infrequency are also of the "general" variety and seem largely to be left-overs which most students regard as outmoded. However, words like ass-hole, chicken, fink, fruit, and spic, which older speakers recognize as "their" slang, have acquired new meanings and associations -- a fact which indicates that some morphemes perpetuate themselves at the slang level while undergoing semantic transformation. Noticeable also in the collection are the negligible instances of profanity. We can conclude that either their

age or a pervasive secularism or both account for this seeming indifference to matters sacred.

To a degree, the slang submitted reflects peculiarly teenage concerns: dandruff, wool clumps on sweaters, acne, allowances (money), driving, sports, and school achievement. Boys show a lively interest in automobiles and driving; speed, spectacular maneuvering, and accidents find several terms, many of which have precedents in earlier "hot rod" slang. In a 1954 study, Mansell and Hall list several words which appear in the 1964-65 Longmeadow surveys. Among them are burn out, floor, goer, lay a strip, peel out, run, spin out, and total.<sup>8</sup> Girls' interests are reflected in words for sweater clumps (merbles, pills) and hair-setting implements (picks). School activity is seen in a preoccupation with test-taking and failure; sentence examples also reflect this concern.

There is widespread emphasis on social acceptance, which, of course, implies an underlying requirement of conformity to group standards of behavior and appearance. The glossary records numerous words relative to peer acceptance: exclamations of disapproval, derisive maledictions, abusive names, and rude dismissals comprise the largest segment of the vocabulary. Derogatory words far outnumber those of admiration and thus indicate critical, even cruel exclusiveness in the teen world. Likewise, several common derisive words relative to race and nationality appear (coons, kike, spic, swede, wop), while others

(do, greaser, hairdo, jig, spear chucker) seem to have restricted currency even among those who submitted them.

The vocabulary also reveals a significant emphasis on experimentation with adult behavior, the excitement and risks of premature and consequently irresponsible adventure. Sex, liquor, and law-breaking -- long dominant subject matter for slang -- are well-established interests in the lives of the students surveyed. Several terms relate to police and the law; many more concern drinking and procuring liquor. Synonyms for "drunk" are among the best known and most used words: more than 70% of boys responding to the currency survey of 1964 words used plastered, stoned, plowed, bombed, high, and crooked, while the same percentage of girls acknowledged bombed, high, and loaded. Of all the words from the 1964 list, booze was the best known among boys and occurred in 70% of the girls' responses. A sense of bravado is apparent in the use of fix. Borrowed from the slang of dope addiction, it is generalized to mean anything which gives stimulation such as an alcoholic drink.

Sex interest ranks very high in the vocabulary collected, especially in that submitted by boys. Several terms relate to dating, and many refer to sex play and intercourse. There is a discernible trend towards using obscene expressions in more generalized, merely derogatory senses; for instance, ass-hole and suck are currently used for fool or jerk. Screwed up, fucked up, and sucked up, all anala-

gous to mixed up, convey personality disturbance and consequent social inacceptance. Many synonyms occur for the genitals, and these too are often generalized in actual use; hence cunt can mean girl and brick can mean boy, though abusively. <sup>10</sup> Where and slut are usually used as simple maledictions without literal denotative reference. Interestingly, the vocabulary and group discussions indicate the increasing popularity of exhibitionism. A fad with decided psychological implications, it is well represented in several terms for exposure by boys' dropping the trousers and girls' raising the skirt. Further, the 1965 survey shows an increased awareness of homosexuality. A majority of students recorded at least one word relative to it, and of the slang from the preceding year, queer ranked highest now in use among the girls. It was the only word which attained 90% currency among those surveyed; among boys, between 80% and 85% acknowledged its use. Not a single student, boy or girl, failed to recognize it; yet in discussion the students indicated that the term is most often generalized as an abusive qualification.

In studying the carry-over of slang from high school to college, Poston has observed two semantic processes evident in the slang collected: "One is a shift from particular, specialized meanings of common words (especially words referring to sex) to more general and even innocuous

meanings."<sup>11</sup> Although "the original obscene meaning is not necessarily lost"<sup>12</sup> with such terms, their use is apparently enjoyed as a demonstration of "maturity," "sophistication," and bravado. Likewise, "a simultaneous semantic shift from the general to the particular, a narrowing to taboo meanings for hitherto innocuous words or phrases, tends to occur in the student's speech," reflecting, "as a rule, a greater subtlety of reference to sexual matters."<sup>13</sup> Noticeable in the written and discussion responses was the students' tendency to neutralize obscene terms such as mother fucker and sucked up; concomitantly, the students ascribed physical connotations to neutral expressions. For instance, casual notice of a lost bracelet charm, a heart with keyhole, gave rise to put the key in the keyhole (to have intercourse). Everyday classroom occurrences of this type support Poston's concern that "any common term will [not] long be safe for use."<sup>14</sup>

Tone is another important aspect of adolescent slang. Many expressions exhibit a conscious playfulness that betrays a deliberate desire for effect and the pre-eminence of the speaker's attitude. Facetiousness is evident in such expressions as Are you for real? or watch the submarines (to park on a date). Irony is often conveyed by terms that are used sarcastically in a sense opposite from their denotations, standard or slang; for example, chuckles, close, luck out, nice, swinger, winner.

As already noted, an air of bravado is assumed when obscene or indelicate referents are used in mild, generalized ways. Noticeable is the deliberate cultivation of the obscene. For instance, among terms collected in 1965, the following substantives are all used as rather general maledictions; yet each is obscene or taboo in its usual denotation: ass-hole, bastard, bitch, cock sucker, cunt lapper, dip-shit, hot-shit, mother fucker, prick, shitgrubber, suck, and "69". Common is the intensifying use of ass in the adjective compounds candy ass and cool ass. Earlier "hot rod" slang again provides precedents for this usage. Mansell and Hall record haul ass ("to travel at a high velocity") and tear ass ("to drive fast or recklessly").<sup>15</sup> The current terms could possibly have been formed by analogy to these, as appears likely in view of the presence of other "hot rod" slang in the vocabulary collected. Preoccupation with the buttocks and anus is exemplified by ass-hole, broad, piece of ass, piece of tail, mooning, throw a moon, throw (a) red-eye, and tail as well as in the numerous dismissals analagous to shove it up your ass. The emphasis on rejection, with its suggestion of rigid group and private norms, is again apparent in the quantity of abusive maledictions involving obscenities, all of which are expressive of disapproval, refusal, and anger.

Akin to the bravado and hyperbole of maledictions

is the tendency towards exaggeration, as in such expressions as the end, having a cow, riotous, slay, wicked, and fantabulous (fantastic + fabulous). Hyperbole is most apparent in counter-words, which often strain after effect. Because they generalize to such an extent that they can be used with little attention to context, these, perhaps more than other terms, are constantly being supplanted by ever more striking exaggerations. Most of these counter-words all express excellence to some degree: ace, boss, fantabulous, fun, funky, gear, great, king, mint, rich, sharp, spiffy, swift, tough,

Some terms rely on understatement for effect; for example, other counter-words also expressive of excellence: cool, neat, sweet, and white. To indicate either genuine hilarity or, sarcastically, the lack of it, students employ such understatements as chuckles, funny much, many laughs. Likewise, the suffix --and a half is added to intensify, as in great-and a half. Although adolescent slang usually delights in very direct, unmistakable references to the indelicate and taboo, the process of substitution does occur in several euphemisms, many of which are probably unnoticed as such by their users. Some examples are:

|           |   |                    |
|-----------|---|--------------------|
| cripes    | = | Christ             |
| go down   |   | have intercourse   |
| juice     |   | liquor             |
| make out  |   | engage in sex play |
| nice girl |   | a promiscuous girl |
| sus       |   | Jesus              |
| the trick |   | intercourse        |

In addition to counter-words and obscenities, other terms

illustrate the processes of generalization and amelioration. A word like spastic, for instance, has lost its restricted medical meaning and has widened its applicability to any lack of coordination or skill, however mild. As already discussed, many expressions of the obscene and taboo variety gain by such generalization, but others too improve in connotation within the adolescent level of slang; for example, boss, hunk, sharp, slay, tough.

Much of the effectiveness of slang results from its figurative meaning and resulting irony. So many terms are figurative that one could almost classify slang as a level of metaphorical speech. As the collection indicates, most slang metaphor expresses novel, witty, and acid comparisons to the physical world and sensations. Most relationships are obvious, like chicken, moon, rat. Others are obscured by their reliance on pre-existing slang whose meaning has been obliterated by generalization or is known only to initiates. One such term is fruit-cake (a police car). In the student definition submitted, it is explained as "nuts inside with a cherry on top." The definition is closely related to the slang phrase nutty as (or nuttier than) a fruit cake, meaning extremely nutty (eccentric, foolish, stupid). The analogy is made more graphic by allusion to the "cherry on top," the red light atop a police car. Another term that involves multiple association

is the currently popular counter-word mint. As one student pointed out, it suggests the U. S. Mint and mint flavor. If so, then the latter would suggest a metaphorical analogy to the slang cool (excellent, current) and combine with the numismatic-philatelic term mint condition reinforced by current, especially adolescent interest in collecting. Another such metaphor is jailbait (a girl under sixteen), explained by "15 will get you 20," promiscuity with a girl under sixteen will result in twenty years' imprisonment.

In presenting their definitions and examples, students were capable on the whole. However, several encountered difficulty in spelling their vocabulary, and many were amused at having to consider the words in written form. Their slang is almost exclusively oral, as witnessed further in the variant spellings submitted for individual terms. Of expressions recorded more than once, there was widespread agreement as to meaning and use. Some students hedged and were clearly euphemistic as the later discussions revealed, but others showed daring and braggadocio. Only a few examples had to be discarded for lack of definition -- a fact which points to the accessibility and easy understanding of slang among those who use it. The definitions themselves provided an illuminating side-light: users define slang by slang. One student even mentioned this as characteristic, and the responses overwhelmingly <sup>bear</sup> him out. The predominance of slang

definitions would seem to imply (1) that its esoteric character requires that slang be guarded by slang, (2) that its particular nuance is destroyed in conventional vocabulary, and (3) that it is self-generating because it is somehow innately incongruous or incompatible with standard speech.

Student attitudes and observations about slang were instructive, for their insights into the nature of their vocabularies were as apt as many found in scholarly studies. Apparently slang is well understood as a level of language, for no student failed to make some response, and no one was ignorant of the term.<sup>16</sup> One student, undoubtedly the oldest among those surveyed, who has been totally deaf since birth and largely educated at a school for the deaf, submitted four examples with the explanation: "I do not use slang words most of the time. My parents forbid me to say slang words. I don't know some slang words."

In addition to having an awareness of slang, students enjoy it. In the 1965 written questionnaire given to 20 girls and 46 boys, only 10 students (7 boys and 3 girls) expressed a dislike for slang. Their criticisms betrayed either a proscriptive attitude towards language and behavior or else an implicit admission of their own social difficulties:

- (1) "So many words today are given a different meaning and many times you don't realize what you are saying,"
- (2) "Many people have misunderstood my use of slang and

may have been offended," (3) it makes a newcomer "not feel like part of the clique." Although several students thought of slang as the ungrammatical, most of them associated it with the indelicate and taboo, as is borne out in the quantity of obscene slang submitted as well as in the questionnaire responses and discussions. Two students indicated that slang sometimes "gets disgusting" and "often sounds unnatural and affected," but others praised it as more "expressive" than standard English. Of those responding, only 6% of the total (2 boys and 3 girls) claimed that they "rarely" used slang, and only three of these expressed actual dislike for slang. All others checked occasional and frequent use.

Why do adolescents like slang and use <sup>it</sup> so much? They, perhaps better than their superiors, understand some of the fundamental language and communication needs for which slang provides:

- (1) a creative medium ("Coining words is fun.")
- (2) originality ("It gives you a way of expressing yourself which is often unique...")
- (3) interest ("It gives color and variety to the language." "Conventional language is stale with the same words, but slang is fresh and new. It shows more feeling through interesting language.")
- (4) emphasis ("It adds variety to everyday situations, and it puts emphasis on certain situations.")
- (5) freedom from proscriptions ("It is, for me, a form of escapism. Without upholding any grammatical rules, I can understand and be understood among friends." "I do not

always like to be prim and proper.  
When I am with my friends, I enjoy  
acting just my age and no more.")

- (6) expediency and concision ("It saves time."  
"It is a shorter way of getting a point  
across, and because it is to some extent  
'private' language [it] simplifies  
conversation.")
- (7) social identification ("It enables my group  
of friends to express themselves so  
that only we know what they are talking  
about." "It seems to be a force which  
pulls the participants in a conversation  
closer because slang has, usually, a  
more precise meaning to the user than the  
'standard' term." "It provides a basis  
by which individuals can identify them-  
selves with a group.")
- (8) flexibility ("It is versatile; a slang word  
may be used in many different instances  
and mean many different ideas.")
- (9) humor ("It is a source of laughs between  
people." "Any given word in slang is  
ambiguous; but some slang because of its  
ambiguity is humorous.")
- (10) appropriate expression ("It fits situations,  
occupations, or times.")
- (11) expletives ("When I can't think of a proper  
word to use, I can fill the space with  
slang.")
- (12) euphemism ("If one wants to say something  
which isn't exactly decent, slang can  
often cover up the real meaning.")

For these and the majority of students, slang is not only  
a permissible level of usage but a welcome, significant,  
and necessary one. As one boy summarized, "While it might  
be damaging to the language, it nevertheless communicates  
a meaning better than ordinary language, and communication  
after all is the prime purpose of language."

Other observations were also revealing. The students recognized that individual words were hard to define because of their varying nuances, that some words wear out fast, that much slang duplicates existing slang, and that slang vocabularies are differentiated according to the sex of the user. They pointed out that the "quiet, intellectually sophisticated" student does not use slang much, but as they grew older, they were using slang more. Although some mentioned their parents' slang, they tended to associate it with their own age group; they added that the presence of brothers and sisters at home was conducive to learning and using slang. Several terms were scorned as "used only by little kids" -- junior high school pupils -- and certain terms were recognized as differing in popularity among the four grade levels within the high school. Most students agreed that their use of slang was largely confined to conversation with their friends. Although some restricted its use to only their closest friends, others indicated that they would use it with anyone. Only six out of 66 said that the slang they knew they would use with their families; in addition, one student mentioned using slang with his father, another mentioned his working associates, and another, his hobby associates. Many students recognized that the use of slang is governed by social context. One girl said that she would use slang "with anyone if the time and place is right." A boy commented

that his use of "vulgar slang is restricted to close friends." Paradoxically, one girl wrote, "Many times I use slang in my speech without even realizing it." In the group discussions and in some of the written responses, students acknowledged that some slang should not be used with the opposite sex. Although girls spoke of some terms as "boys' words," especially those with the most indelicate references, they also admitted that among themselves such words might be used. One girl wrote, "Sometimes I can really express myself better [in slang] but only with other girls. It seems very degrading with the opposite sex." The reader is not quite sure whether she means boys' slang is degrading or whether a girl's use of slang with boys is degrading; at all events, she does understand a differentiation according to the sex of the speaker. Even though far more boys than girls were surveyed, such a differentiation appears to exist. Among 1964 words whose use was acknowledged by 70% or more of the boys, several achieved much less popularity with the same percentage of girls: cop, brown nose, plastered, stoned, broad, plowed, blast, hang around, hot, I.D., cool, croak, cunt, whore, crap, crooked, fuzz, gay, grubby, piece, piece of ass, screwed up, sling (throw) the bull. Words of equal currency among the girls but not acknowledged by the same percentage of boys included butter up, have a cow, fink, out of it, bad news, winner, barf, beauty,

great, jerk, lay off, loaded, nice. Thirty-one expressions attained 70% or more acknowledgement by boys as compared with 21 terms acknowledged by the same percentage of girls surveyed. It is interesting to note that of these, 6 boys' words pertain to the opposite sex, while in the same category none of the girls' words do. In the slang collected both years, boys' words for girls, especially derogatory and abusive words, far exceed girls' words for boys.

When asked to account for their first hearing and using their slang, most students were at a loss. Only a few specific persons and places could be recalled as "firsts". Of the 66 most recently surveyed in this regard, only 3 omitted mention of their friends and/or classmates as the source of their slang, but their responses were very general and inclusive. Additional sources were work associates, family, team-mates, older brothers and sisters, hobby contacts, television, and visits to other schools, colleges, and vacation areas. Although no one recorded reading as a source of slang, some students agreed that their language patterns were most accurately reproduced in J. D. Salinger's Catcher In the Rye.

When questioned about the invention of slang, 20 students (6 girls and 14 boys, 30% of each group) claimed to have created original expressions, some of which already appeared in the slang collected the previous year as well as in standard slang collections. However, other apparently

original slang exemplifies some characteristic slang processes:

(1) metaphor

GOPHER, n. An ugly girl.  
NAVY BLUE, adj. Nasty; unfair; cruel.  
SQUEAK, n. A immature, especially short boy.

(2) euphemism

O MY LOESH! = O my Lord!

(3) phonetic play

HOW'S THAT ROCK YOUR SOCKS? How does that  
seem to you?

(4) coining

DIDDILY-BOP, n. Anyone, indefinitely.  
FELDOOBIE, n. A bungler.  
NUBBA, n. Anyone, indefinitely.  
SARENSIFIED, adj. Full; stuffed after a meal.

(5) analogy

CORRODE! / Dissolve!  
DRIVE UP A TALL TREE / drive up a wall

(6) extension of existing terms

GRUBOSITY, n. The manner of a grub.  
SCOPE, n. A group of attractive girls; what  
is "scoped"; i.e., looked at.

Other terms which may also be original and are very restricted in usage are collected in Part B of the Glossary, along with expressions which, for one reason or another, do not enjoy much currency. For convenience, cross-references to these relatively infrequent synonyms are provided in Part A, the collection of terms in general use.

The world of the adolescent is clearly symbolized in his slang, however disturbed and disturbing that world may be. The abundance of expressions, both in the

collective and private vocabularies of its users, attests to the importance of slang in fulfilling the expressive and communicative needs of high school students today. The exuberance of their speech, its bravado and exaggeration, reflect the immaturity of its creators and their desire to imitate and even surpass the adult community as they perceive it in its most dangerous, adventuresome, and shocking aspects. That so much of their slang is "general" while undergoing semantic modification as they use it, parallels their desire to possess the established yet introduce innovation. Although irregular social behavior and promiscuity, feigned or real, are clearly reflected in the current collection, much of their slang points to rigid group standards and conventions, the slightest infraction of which results in ridicule and rejection. Current adolescent slang reflects a complex and contradictory teen world in language which itself combines, paradoxically, defiance to standard with uniformity of acceptance.

## IV. A GLOSSARY OF CURRENT ADOLESCENT SLANG

## A. Words and Expressions in General Use

- ACE**, adj. Excellent. Syn. BALSY, BOSS, COOL, COOL ASS, FANTABULOUS, FUNKY, GEAR, GREAT, HAIRY, KING, MINT, NEAT, RICH, SHARP, SHARPIFIED, SPIFFY, STUD, SWEET, SWIFT, SWINGIN', TOP SHELF, TOUGH, WHITE, WITH IT.
- AND A HALF**, suffix. A superlative of adjectives and adverbs; as GREAT-AND A HALF, WICKED-AND A HALF.
- ASS-HOLE**, n. A fool. Syn. DINGLEBERRY, DIP, DIP-SHIT, DONK, DRIP, FINK, GOON, GORP, IDIOT, JERK, LUNK, LUNK-HEAD, NURD, NUT, SAP, SHMUCK, SWEDE, STUNOTCH, WOMBAT, ZIB.
- BABE**, n. A girl. Syn. BROAD, CUNT, FOX, MUFF, PIECE, TW.   
PIECE OF ASS, PIECE OF TAIL, PUSSY, QUIFF. SS.
- BAD NEWS**, n. Whatever is undesirable. Cf. GOOD NEWS. SS.
- BAG**, n. An older, especially a sloppy woman. Syn. HAG. SS.
- BALLS**, n. s. & pl. 1. Testicles. 2. Courage. "He's got a lot of balls." Syn. STONES. SS.
- BANE**, v.t. & i. To have intercourse. Syn. DIP THE WICK, GET BENT, GO DOWN, PUT THE KEY IN THE KEYHOLE, (DO THE) TRICK. CK
- BARF**, v.t. & i. To vomit. AI
- BASTARD**, n. A nasty or mean person, usually a male. Cf. AI   
BITCH, Syn. CRUMB, FINK, LOUSE, MAGGOT, PECKERHEAD, PRICK, RAT, RAT FINK, STINKER, SUCK. AI
- BEAVER**, n. Female pubic hair. See THROW A BEAVER. Syn. FERN. SS.
- BITCH**, n. A mean or nasty person, usually a female. Cf. AI   
BASTARD. SS.
- BLAST**, n. A good time; a wild, exciting event, especially a party. See HAVE A BALL. Syn. SLAM. TW/dol
- BLOW**, v.i. 1. To leave quickly, usually in a car. Syn. BURN OUT, CUT OUT, FLEE THE SCENE, LAY A STRIP, LEAVE RUBBER, PEEL OUT, SPIN OUT. 2. v.i. To have oral intercourse. SS.
- BLOW JOB**, n. Oral intercourse. Cf. AROUND THE WORLD, GREEK, HAND JOB, REAM JOB, SIXTY-NINE. SS.
- BOD**, n. Body. Syn. PERSONALITY, UNIT. TW/dol
- BOMB**, v.i. To drive about, especially fast. TW/dol
- BOMBED**, adj. Drunk. Syn. BUCKED, CROCKED, FLOATING, FLY-ING, GASSED, GOMMED, HAPPY, HIGH, LOADED, PLASTERED, SS.   
PLOWED, SHITFACED, SMASHED, STIFF, STONED, WIPED OUT. TW/dol
- BOMBING** (AROUND). v. phr. Driving about with no particular destination. Syn. WAIL AROUND. TW/dol
- BOOBY**, n. Sex play, especially about the breasts. Syn. NOOKY. SS.
- BOOZE**, n. Liquor. Syn. JUICE, KNICK-FER-KINDER. TW/dol
- BROAD**, n. A girl. Syn. BABE, CUNT, FOX, MUFF, PIECE, TW.   
PIECE OF ASS, PIECE OF TAIL, PUSSY, QUIFF. SS.
- BROWNIE**, n. An ingratiating person. Syn. FUDGE FACTORY, SHITGRUBBER. SS.

- BROWN NOSE, v. phr. To be ingratiating. Syn. BUTTER UP, CANDY, FUDGE.
- BUBBLE-GUM MACHINE, n. The light on top of a police car.
- BUG, v.t. To annoy; to bother. Syn. DRIVE UP A WALL, HAUNT, PISS OFF, RIDE, TICK OFF.
- BURN, n. An impossibility or excessively difficult situation, especially one that is damaging or unfair. "That test was a burn." Syn. PISSER.
- v.t. & i. To be so difficult as to be damaging.
- BURN OUT, v.i. To put a car in gear, apply the brake, accelerate, then release the brake. Syn. LAY A STRIP, LEAVE RUBBER, PEEL OUT, SPIN OUT.
- BUTTER UP, v.t. To be ingratiating. Syn. BROWN NOSE, CANDY, FUDGE.
- C. A. abbr. Candy ass; cool ass.
- CANDY, v.t. & i. To be ingratiating (usually said of a boy in relation to his girl friend). Syn. BROWN NOSE, BUTTER UP, FUDGE.
- CANDY ASS, n. 1. A coward; a sissy. Syn. CHICKEN, 2. A boy who is always with his girl friend. Syn. PUSSYWHIP.
- adj. 1. Cowardly. Syn. CHICKEN. 2. Always with one's girl friend; steady-dating. "John is real candy ass; he was with her Monday, Tuesday, and Wednesday night." Syn. PUSSYWHIPPED.
- CHERRY, adj. Soft; scared. Syn. CANDY ASS, CHICKEN.
- CHICKEN, n. A coward. Syn. CANDY ASS.
- adj. Cowardly; scared. Syn. CANDY ASS, CHERRY.
- CLOSE, adj. Wrong (used sarcastically of someone who makes a ridiculous statement or who gives a wrong answer). Cf. NICE, TOUGH.
- CLUNKER, n. Someone or something that is inferior or worthless.
- COCK, n. 1. The penis. 2. A boy (derogatory). Syn. HOG, JOINT, LIZARD, MEAT, MINGUE, PECKER, PRICK, PUTZ, SHMUCK.
- COCK SUCKER, n. An irritating or despicable person. Syn. CUNT LAPPER, MOTHER FUCKER.
- COIN, n. Money. Syn. BREAD, GREEN, SCRATCH, SKIN.
- CON, n. One who wants a date only for sex (usually said of a boy).
- v.t. To seduce. "He conned the girls to go to his bedroom."
- COOL, adj. Excellent; current. Syn. ACE, BALSY, COOL ASS, FANTABULOUS, FUNKY, GEAR, GREAT, HEP, HIP, HAIRY, KING, MINT, NEAT, RICH, SHARP, SHARPIFIED, SPIFFY, STUD, SWEET, SWIFT, SWINGIN', TOP SHELF, TOUGH, WHITE, WITH IT.
- COOL ASS, adj. Exceedingly cool.
- COONS, n.pl. Negroes. Syn. BOOGIES, HEADS, JIGS, SPEAR CHUCKERS.
- COP, n. A policeman. Syn. FLATFOOT, FUZZ.
- COP CAR, n. A police car. Syn. CAR 54, FRUITCAKE, FUZZ-CAR, FUZZ MOBILE, SKUNK CAR.

- CRAP, n. 1. Rubbish. Syn. CRUD, GRINGE, GRUNGE, ROT.  
2. Anything annoying, especially talk that is unbelievable. Syn. ROT.
- CREEP, n. An odd or objectionable person. Syn. DINGLEBERRY, DIP, DIP-SHIT, FINK, GOON, GORP, WEIRDO, WOMBAT, ZIB.
- CROAK, v.i. To die.
- CROCKED, adj. Drunk. Syn. BOMBED, BUCKED, FLOATING, FLYING, GASSED, GOMMED, HAPPY, HIGH, LOADED, PLASTERED, PLOWED, SHITFACED, SMASHED, STIFF, STONED, WIPED OUT.
- CRISCO, adj. Fat in the buttocks (usually said of a boy).
- CRUD, n. Rubbish. Syn. CRAP, GRINGE, GRUNGE, ROT.
- CRUMB, n. An inferior or nasty, ungenerous person.  
Syn. BASTARD, BITCH, FINK, LOUSE, MAGGOT, PECKERHEAD, PRICK, RAT, RAT FINK, STINKER, SUCK.
- CUNT, n.s. & pl. 1. The vagina. Cf. BEAVER, FERN, HAIRPIE. 2. A woman or girl, considered sexually. Syn. BABE, BROAD, FOX, MUFF, PIECE, PIECE OF ASS, PIECE OF TAIL, PUSSY, QUIFF. 3. Women and girls collectively. "There was a lot of cunt at the dance." Syn. BUGGUM, SNATCH.
- CUNT LAPPER, n. An irritating or despicable person.  
Syn. COCK SUCKER, MOTHER FUCKER.
- CUT OUT, v.i. To leave rapidly or abruptly. Syn. BLOW, BURN OUT, FLEE THE SCENE, LAY A STRIP, LEAVE RUBBER, PEEL OUT, SPIN OUT.
- DINO, n. 1. A hoodlum. 2. One who appears Mediterranean.  
Syn. DO, GREASER, HAIRDO, HOOD, SPIC.
- DIP, n. A dip-shit.
- DIP-SHIT, n. An odd or stupid person. Syn. ASS-HOLE, CREEP, DINGLEBERRY, DIP, DONK, DRIP, GOON, GORP, GREMLIN, IDIOT, JERK, LUNK, LUNKHEAD, NURD, NUT, SHMUCK, STUNOTCH, SWEDE, WINNER, WOMBAT, ZIB.
- DIP THE WICK, v. phr. To have intercourse. Syn. BANG, GET BENT, GO DOWN, PUT THE KEY IN THE KEYHOLE, (DO THE) TRICK.
- DO, n. Hairdo.
- DOG, n. A woman who is not sexy. Syn. HAG
- DRAG, n. A dull experience, event, or person. Syn. BROOM, HANGNAIL.
- DRIVE UP A WALL, v. phr. To annoy; to bother. Syn. BUG, HAUNT, PISS OFF, RIDE, TICK OFF.
- DUMP, v.t. & i. To have an automobile accident, especially to roll over the vehicle. Cf. TOTALLED, WIPE OUT.
- D. T. (abbr.) n. A dropping of the trousers.
- v. To drop the trousers. Cf. THROW A MOON, THROW (A) RED-EYE.
- END, n. The utmost; the ultimate. "He is the end."
- FAG, n. A male homosexual. Syn. FAIRY, FRUMP, GAY BLADE, QUEER, QUEERBAIT, THREE-DOLLAR BILL.
- FAGGED (OUT), adj. Tired; exhausted.
- FAIRY, n. A male homosexual. Syn. FAG, FRUMP, GAY BLADE, QUEER, QUEERBAIT, THREE-DOLLAR BILL.

- FAST, adj.** Amoral; sexually aggressive. Cf. **FOUR-STAR, LOOSE.**
- FERN, n.** Female pubic hair. Syn. **BEAVER.**
- FINK, n.** 1. A nasty person, especially an informer. Syn. **STOOLIE.** 2. An odd or objectionable person. Syn. **CREEP, DINGLEBERRY, DIP, DIP-SHIT, DONK, DRIP, GOON, GORP, NURD, NUT, SHMUCK, WEIRDO, WOMBAT, ZIB.** See also **RAT FINK.**
- FIX, n.** A stimulant, especially a drink.
- FLATFOOT, n.** A policeman. Syn. **COP, FUZZ.**
- FLOOR, v.t.** To depress the gas pedal to the floor.
- FOG, n.** A state of inaction or confusion.
- FROSTY, n.** A drink of beer. Cf. **MR. WEISER, SAWED OFFS.** Syn. **QUICKY.**
- FRUITCAKE, n.** A police car. Syn. **CAR 54, COP CAR, FUZZCAR, FUZZMOBILE, SKUNK CAR.**
- FUCKED UP, adj.** Confused; disturbed in personality. Syn. **SCREWED UP, SUCKED UP.**
- FUDGE, v.t. & i.** 1. To be ingratiating. Syn. **BROWN NOSE, BUTTERUP, CANDY.** 2. To cheat, especially on the sly. Cf. **FUDGE FACTOR.**
- FUN, adj.** Very enjoyable. "We had a fun time."
- FUZZ, n.s. & pl.** A policeman; police, collectively. Syn. **COP, FLATFOOT.**
- FUZZCAR, n.** A police car. Syn. **CAR 54, COP CAR, FRUITCAKE, FUZZMOBILE, SKUNK CAR.**
- FUZEMOBILE, n.** A police car. Syn. **CAR 54, COP CAR, FRUITCAKE, FUZZCAR, SKUNK CAR.**
- GARBAGE MOUTH, n.** One given to speaking obscenity. Syn. **ORAL FILTH, SEWER LIP, TRASH MOUTH, TRASH TRAP.**
- GASSED, adj.** Drunk. Syn. **BOMBED, BUCKED, CROCKED, FLOATING, FLYING, GOMMED, HAPPY, HIGH, LOADED, PLASTERED, PLOWED, SHITFACED, SMASHED, STIFF, STONED, WIPED OUT.**
- GAY, adj.** Homosexual. Syn. **QUEER.**
- GAY BLADE, n.** A male homosexual. Syn. **FAG, FAIRY, FRUMP, QUEER, QUEERBAIT, THREE-DOLLAR BILL.**
- GEAR, adj.** Excellent. Syn. **ACE, BALSY, BOSS, COOL, COOL ASS, FANTABULOUS, FUNKY, GREAT, HAIRY, KING, MINT, NEAT, RICH, SHARP, SHARPIFIED, SPIFFY, STUD, SWEET, SWIFT, SWINGIN', TOPSHELF, TOUGH, WHITE, WITH IT.**
- GET BENT, v. phr.** To have intercourse. Syn. **BANG, DIP THE WICK, GO DOWN, PUT THE KEY IN THE KEYHOLE, (DO THE) TRICK.**
- GO DOWN, v. phr.** To have intercourse. Syn. **DIP THE WICK, BANG, GET BENT, PUT THE KEY IN THE KEYHOLE, (DO THE) TRICK.**
- GOER, n.** Anything or anyone that moves fast. Syn. **GO-GO, MOVER.**
- GO-GO, n.** Anything or anyone that moves fast. Syn. **GOER, MOVER.**
- GOOD GIRL, n.** A girl who does not have intercourse on a date. Cf. **NATO, NICE GIRL.**
- GOOD NEWS, n.** Whatever is desirable. Cf. **BAD NEWS.**
- GOON, n.** An odd person; a fool. Syn. **ASSHOLE, CREEP, DINGLEBERRY, DIP, DIP-SHIT, DONK, DRIP, FINK, GORP, IDIOT, JERK, LUNK, LUNKHEAD, NURD, NUT, SAP, SHMUCK, STUNOTCH, SWED, WEIRDO, WINNER, WOMBAT, ZIB.**
- GRAB, v.t.** To affect. "How does that grab you?" Cf. **SLAY.**
- GREASER, n.** One who appears Mediterranean. Syn. **DINO, DO, HAIRDO, HOOD, SPIC.**

- GREAT, adj.** Excellent. Syn. ACE, BALSY, BOSS, COOL, COOL ASS, FANTABULOUS, FUNKY, GEAR, HAIRY, KING, MINT, NEAT, RICH, SHARP, SHARPIFIED, SPIFFY, STUD, SWEET, SWIFT, SWINGIN', TOP SHELF, TOUGH, WHITE, WITH IT.
- GREEK, n.** 1. Anal intercourse. Syn. REAR JOB. 2. One who has or enjoys anal intercourse.
- **v.t. & i.** To have anal intercourse.
- GROSS, adj.** Ugly, obnoxious (especially to the senses); outrageous. Syn. GRUEBY, GUSTY, SKUZZY, TORE UP.
- GRUB, n.** 1. One who is dirty or messy. 2. One who begs and borrows.
- GRUBBY, adj.** Dirty, messy. Syn. GROSS, GUSTY, SKUZZY, TORE UP.
- GUSTY, adj.** Disgusting. Syn. GROSS, GRUBBY, SKUZZY, TORE UP.
- HACK OFF, v.phr.** To relax; to do nothing in particular. Cf. BOMBING, HANG AROUND, Syn. LAZE AROUND, MESS AROUND.
- HAG, n.** An older, especially a sloppy woman. Syn. RAG.
- HAIRDO, n.** One who appears Mediterranean. Syn. DINO, DO, GREASER, HOOD, SPIC.
- HAIRPIE, n.** The female pubic hair and vagina. Cf. CUNT, FERN.
- HAIRY, adj.** 1. Hard; difficult; complicated. Cf. BURN. 2. Excellent. Syn. ACE, BALSY, BOSS, COOL, COOL ASS, FANTABULOUS, FUNKY, GEAR, GREAT, KING, MINT, NEAT, RICH, SHARP, SHARPIFIED, SPIFFY, STUD, SWEET, SWIFT, SWINGIN', TOP SHELF, TOUGH, WHITE, WITH IT.
- HALF ROCK, n.** A half dollar.
- HAND JOB, n.** Manual stimulation of the male genitalia, by a girl. Cf. BLOW JOB, REAM JOB.
- HANG AROUND, v.phr.** To waste time; to loiter. Cf. BOMBING, HACK OFF, LAZE AROUND. Syn. MESS AROUND.
- HANG A TURN (HANG LEFT, HANG RIGHT), v.phr.** To speed around a turn.
- HAPPY, adj.** Drunk. Syn. BOMBED, BUCKED, CROCKED, FLOATING, FLYING, GASSED, GOMMED, HIGH, LOADED, PLASTERED, PLOWED, SHITFACED, SMASHED, STIFF, STONED, WIPED OUT.
- HAVE A BALL, v.phr.** To have a good time. Cf. BLAST, SLAM.
- HAVE A COW, v.phr.** To get very excited or upset. Syn. HAVE A CAT.
- HEP, adj.** Current; up-to-date. Syn. COOL, HIP, IN IT, WITH IT.
- HIGH, adj.** Drunk. Syn. BOMBED, BUCKED, CROCKED, FLOATING, FLYING, GASSED, GOMMED, HAPPY, LOADED, PLASTERED, PLOWED, SHITFACED, STIFF, STONED, WIPED OUT.
- HIP, adj.** Current; up-to-date. Syn. COOL, HEP, IN IT, WITH IT.
- HOG, n.** 1. The penis. 2. A boy (derogatory). Syn. COCK, JOINT, LIZARD, MEAT, MINGUE, PECKER, PRICK, PUTZ, SHMUCK.
- HOME RUN, n.** The spreading of a girl's legs for exposure. Cf. THROW A BEAVER. Syn. SQUIRREL SHOT.
- HOOD, n.** 1. A hoodlum. 2. One who appears Mediterranean. Syn. DINO, DO, GREASER, HAIRDO, SPIC.

- HORNY, adj.** 1. Needing emotional and physical outlet as a result of not having dated for some time. Cf. QUEERBAIT.  
2. Sexually aggressive (usually said of a boy by a girl).
- HOT, adj.** Sexually excited.
- HOT-SHIT, n.** A conceited person. Cf. PETER PREP. Syn. CHOOCH, JOE COOL.
- HUNK, n.** An attractive boy.
- HUNKY, adj.** Attractive; desirable (said of a boy).
- I.D., (abbr.) n.** Identification card; a means of identification used to buy liquor at bars or package stores.
- IN IT, mod.phr.** Involved; alert; current; with the crowd. Syn. COOL, HEP, HIP, WITH IT.
- IT'S ABOUT THE... An expression used to point out something sarcastically. For example, if someone is standing on one's foot, one says, "It's about the foot."**
- JAILBAIT, n.** A girl under sixteen.
- JEW, v.t.** To swindle; to gyp.
- JOE COOL, n.** A conceited person. Cf. PETER PREP. Syn. CHOOCH, HOT-SHIT.
- JOINT, n.** 1. A cheap gathering place. 2. The penis. 3. A boy (derogatory). Syn. COCK, HOG, LIZARD, MEAT, MINGUE, PECKER, PRICK, PUTZ, SHMUCK.
- JUICE, n.** Liquor. Syn. BOOZE, KNICK-FER-KINDER.
- KIBITZ (kib' itz), v.i.** To observe; to give unwanted advice.
- KIBITZER (kib' itzer), n.** One who observes; one who gives unwanted advice.
- KICK ASS, v.t. & i.** 1. To win; to beat another team. 2. To beat up. Syn. STOMP.
- KIKE, n.** A Jew.
- KING, adj.** Excellent. Syn. ACE, BALSY, BOSS, COOL, COOL ASS, FANTABULOUS, FUNKY, GEAR, GREAT, HAIRY, MINT, NEAT, RICH, SHARP, SHARPIFIED, SPIFFY, STUD, SWEET, SWIFT, SWINGIN', TOP SHELF, TOUGH, WHITE, WITH IT.
- KNOCK, v.t.** To mock; to tear down. Syn. CUT DEEP, GROSS OUT, RANK (OUT), SCUFF.
- KNOCKED UP, adj.** Made pregnant.
- LAY A STRIP, v. phr.** To drive off so abruptly as to leave tire marks. Syn. BURN OUT, LEAVE RUBBER, PEEL OUT, SPIN OUT.
- LAY OFF, v. phr.** To stop; to discontinue.
- LEAVE RUBBER, v. phr.** To drive off so abruptly as to leave tire marks. Syn. BURN OUT, LAY A STRIP, PEEL OUT, SPIN OUT.
- LESSIE (LESSY), n.** A Lesbian; a female homosexual. Syn. QUEER.
- LIZARD, n.** 1. The penis. 2. A boy (derogatory). Syn. COCK, HOG, JOINT, MEAT, MINGUE, PECKER, PRICK, PUTZ, SHMUCK.
- LOADED, adj.** Drunk. Syn. BOMBED, BUCKED, CROCKED, FLOATING, FLYING, GASSED, GOMMED, HAPPY, HIGH, PLASTERED, PLOWED, SHITFACED, SMASHED, STIFF, STONED, WIPED OUT.
- LOOSE, adj.** Promiscuous; morally compromising. Cf. FAST, FOUR-STAR.
- LUCK OUT, v. phr.** 1. To achieve a favorable situation through good fortune. 2. To lose a favorable situation. "He lucked out at Colgate."

- MACHINE, n.** A car; especially a fast car. Syn. SET OF WHEELS, WHEELS.
- MAGGOT, n.** A nasty or disagreeable person. Syn. BASTARD, CRUMB, FINK, PECKERHEAD, PRICK, RAT, RAT PINK, STINKER, SUCK.
- MAKE A RUN, v. phr.** To get some liquor. (A)
- MAKE, n.** A sexually satisfying or morally compromising girl. Cf. GOOD GIRL, NATO. Syn. CHEAPY, NICE GIRL.
- MAKE OUT, v. phr.** To kiss extensively; to engage in sex play. Syn. PET.
- MEAT, n.** 1. The penis. 2. A boy (derogatory). Syn. COCK, HOG, JOINT, LIZARD, MINGUE, PECKER, PRICK, PUTZ, SHMUCK.
- MEDIDDLE, n.** A car with no headlights. Cf. PEDIDDLE.
- MESS AROUND, v. phr.** To waste time; to do nothing in particular. Syn. BOMBING, HACK OFF, HANG AROUND, LAZE AROUND.
- MINGUE, n.** The penis. Syn. COCK, HOG, JOINT, LIZARD, MEAT, PECKER, PRICK, PUTZ, SHMUCK.
- MINT, adj.** Excellent. Syn. ACE, BALSY, BOSS, COOL, COOL ASS, FANTABULOUS, FUNKY, GEAR, GREAT, HAIRY, KING, NEAT, RICH, SHARP, SHARPIFIED, SPIFFY, STUD, SWEET, SWIFT, SWINGIN', TOP SHELF, TOUGH, WHITE, WITH IT.
- MOON, n.** The bared buttocks. (A)
- , v. i.** To expose the buttocks. Syn. THROW A MOON.
- MOONING, n.** The act of exposing the buttocks.
- MOTHER FUCKER, n.** An irritating or despicable person. Syn. COCK SUCKER, CUNT LAPPER.
- MOVER, n.** 1. Anything or anyone who moves fast. Syn. GOER, GO-GO. 2. A socially lively or sexually experienced girl.
- MR. WEISER, n.** Budweiser (brand) beer. Cf. FROSTY, QUICKY, SAWED OFFS.
- MUFF, n.** A girl. Syn. BABE, BROAD, CUNT, FOX, PIECE, PIECE OF ASS, PIECE OF TAIL, PUSSY, QUIFF.
- NATO, n.** "No action; talk only." A date with which sex play is absent or inappropriate. Cf. GOOD GIRL, NICE GIRL.
- NEAT, adj.** Excellent. Syn. ACE, BALSY, BOSS, COOL, COOL ASS, FANTABULOUS, FUNKY, GEAR, GREAT, HAIRY, KING, MINT, RICH, SHARP, SHARPIFIED, SPIFFY, STUD, SWEET, SWIFT, SWINGIN', TOP SHELF, TOUGH, WHITE, WITH IT.
- NICE, adj.** Sarcastically, terrible, ugly, awful. Cf. CLOSE, TOUGH.
- NICE GIRL, n.** A girl who will have intercourse on a date. Cf. GOOD GIRL, NATO. Syn. CHEAPY, (A GOOD) MAKE.
- NOOKY, n.** Sex play, especially about the breasts. Syn. BOOBY.
- MURD, n.** A dullard; a stupid person; an odd person. Syn. ASS-HOLE, CREEP, DINGLEBERRY, DIP, DIP-SHIT, DONK, DRIP, FINK, GOON, GORP, IDIOT, JERK, LUNK, LUNKHEAD, NUT, SAP, SHMUCK, STUNOTCH, SWED, WINNER, WOMBAT, ZIB.
- NUT, n.** An odd or foolish person. Syn. ASS-HOLE, CREEP, DINGLEBERRY, DIP, DIP-SHIT, DONK, DRIP, FINK, GOON, GORP, IDIOT, JERK, LUNK, LUNKHEAD, SAP, SHMUCK, SWED, WINNER, WOMBAT, ZIB.

- ON THE RAG, mod. phr. Menstruating.
- OUT OF IT, mod. phr. 1. Not currently in style or favor.  
Syn. SQUARE, STINKS. 2. Uninvolved. Syn. OUT TO LUNCH.
- PECKER, n. 1. The penis. 2. A boy (derogatory). Syn.
- COCK, HOG, JOINT, LIZARD, MEAT, MINGUE, PRICK, PUTZ, SHMUCK.
- PECKERHEAD, n. A nasty or mean person. Syn. BASTARD, FINK, LOUSE, MAGGOT, PRICK, RAT, RAT FINK, STINKER, SUCK.
- PEDIDDLE, n. A car with one headlight. Cf. MEDIDDLE.
- PEEL OUT, v.i. To put a car in gear, apply the brake, accelerate, then release the brake. Syn. BURN OUT, LAY A TAIL STRIP, LEAVE RUBBER, SPIN OUT.
- PET, v.i. To caress; to engage in sex play. Syn. MAKE OUT.
- PETER PREP, n. A boy who goes to a private preparatory school. (derogatory, usually implies conceit). Cf. CHOOCH, JOE COOL, PREP.
- PICKS, n.pl. Plastic pins that hold hair rollers.
- PIECE, n. A girl. See PIECE OF ASS, PIECE OF TAIL.
- PIECE OF ASS, n. A girl. Syn. BABE, BROAD, CUNT, FOX, PIECE, PIECE OF TAIL, QUIFF.
- PIECE OF TAIL, n. A girl. See PIECE OF ASS.
- PIG, n. An ugly or promiscuous girl. Syn. SCAG, SCRAG, SCUM, SKUE, SLUT, WHORE.
- PILLED, adj. Having pills; clumped.
- PILLS, n.pl. Wool clumps, usually on sweaters. Syn. MERBLES.
- PISSER, n. A harrowing situation. Syn. BURN.
- PISS OFF, v.i. To annoy; to irritate; to anger. Syn. BUG, DRIVE UP A WALL, HAUNT, RIDE, TICK OFF.
- PLASTERED, adj. Drunk. Syn. BOMBED, BUCKED, CROCKED, FLOATING, FLYING, GASSED, GOMMED, HAPPY, HIGH, LOADED, PLOWED, SHITFACED, SMASHED, STIFF, STONED, WIPED OUT.
- PLOWED, adj. Drunk. Syn. BOMBED, BUCKED, CROCKED, FLOATING, FLYING, GASSED, GOMMED, HAPPY, HIGH, LOADED, PLASTERED, SHITFACED, SMASHED, STIFF, STONED, WIPED OUT.
- P.O.'d, adj. Annoyed; angered. See PISS OFF.
- PREP, n. A person who goes to a private preparatory school. Cf. PETER PREP.
- PREPY, adj. Characteristic of a private preparatory school or its students.
- PRICK, n. 1. The penis. 2. A boy (derogatory). Syn. COCK, HOG, JOINT, LIZARD, MEAT, MINQUE, PECKER, PUTZ, SHMUCK.
- PUSSY, n. A girl. Syn. BABE, BROAD, CUNT, FOX, PIECE, PIECE OF ASS, PIECE OF TAIL, QUIFF.
- PUSSYWHIP, n. A boy who goes steady. Syn. CANDY ASS.
- PUSSYWHIPPED, adj. Always with one's girl friend; steady-dating. Syn. CANDY ASS.
- QUEER, n. A homosexual. Syn. FAG, FAIRY, FRUMP, LESSIE, GAY BLADE, QUEERBAIT, THREE-DOLLAR BILL.
- adj. 1. Homosexual. Syn. GAY. 2. Odd.
- QUEERBAIT, n. 1. A homosexual. See QUEER. 2. One who looks as if he might be homosexual. Cf. HORNY.

- QUICKY, n. 1. Anything done fast. 2. A drink of beer. 7.11  
 Syn. FROSTY. Cf. MR. WEISER, SAWED OFFS.
- RANK, n. A criticism, insult, or derision.  
 --- (OUT), v.t. & i. To criticize, insult, or mock. Syn.  
 CUT DEEP, GROSS OUT, KNOCK, SCUFF.
- RAT, n. A nasty or mean person. Syn. BASTARD, BITCH, 7.11  
 CRUMB, FINK, LOUSE, MAGGOT, PECKERHEAD, PRICK, RAT, FINK,  
 STINGER, SUCK.
- RAT FINK, n. A very nasty person. See FINK.
- RATTY, adj. Mean; lacking in integrity.
- REAM JOB, n. Anal intercourse. Cf. BLOW JOB, HAND JOB,  
 Syn. GREEK.
- RICH, adj. Excellent. Syn. ACE, BALSY, BOSS, COOL, COOL  
 ASS, FANTABULOUS, FUNKY, GEAR, GREAT, HAIRY, KING, MINT,  
 NEAT, SHARP, SHARPIFIED, SPIFFY, STUD, SWEET, SWIFT,  
 SWINGIN', TOP SHELF, TOUGH, WHITE, WITH IT.
- RIDE, v.t. To annoy; to bother. Syn. BUG, DRIVE UP A WALL,  
 HAUNT, PISS OFF, TICK OFF.
- RIOTOUS, adj. Extremely funny; amusing. T.W.
- ROT, n. 1. Rubbish. Syn. CRAP, CRUD, GRINGE, GRUNGE.  
 2. Anything annoying, especially talk that is unbeliev-  
 able. Syn. CRAP.
- ROYAL, adj. Large; enormous. "You give me a royal pain." T.W.
- SAWED OFFS, n.pl. Regular size beers. Cf. FROSTY, MR. 5.4  
 WEISER, QUICKY.
- SCAB, n. An unattractive girl. Syn. DOG, SCAG, SCANK, T.W.  
 SCRAG, SKUZ.
- SCAG, n. 1. An unattractive girl. Syn. DOG, SCAB, SCANK,  
 SCRAG, SKUZ. 2. An indecent girl. Syn. PIG, SCRAG,  
 SCUM, SKUZ, SLUT, WHORE.
- SCANK, n. An unattractive girl. Syn. DOG, SCAB, SCAG, SCRAG,  
 SKUZ.
- SCREWED UP, adj. Confused; disturbed in personality. Syn. T.W.  
 FUCKED UP, SUCKED UP.
- SCUFF, v.t. To mock; to tear down. Syn. CUT DEEP, GROSS  
 OUT, KNOCK, RANK (OUT).
- SCUM, n. 1. An unattractive girl. Syn. DOG, SCAB, SCAG,  
 SCANK, SCRAG, SKUZ. 2. An indecent girl. Syn. PIG,  
 SCAG, SCRAG, SCUM, SKUZ, SLUT, WHORE.
- SET OF WHEELS, n. A car. Syn. MACHINE, WHEELS.
- SEWER LIP, n. One given to speaking obscenity. Syn.  
 GARBAGE MOUTH, ORAL FILTH, TRASH MOUTH, TRASH TRAP.
- SHAFT, v.t. To reject. Syn. SHOOT DOWN.
- SHAFTED, adj. Rejected; refused. "He got shafted from the  
 golf team." Cf. TAKE THE SHAFT.
- SHARP, adj. Excellent. Syn. ACE, BALSY, BOSS, COOL, COOL  
 ASS, FANTABULOUS, FUNKY, GEAR, GREAT, HAIRY, KING, MINT,  
 NEAT, RICH, SHARPIFIED, SPIFFY, STUD, SWEET, SWIFT,  
 SWINGIN', TOP SHELF, TOUGH, WHITE, WITH IT.
- SHIT, v.i. To be inferior. "His team shits."
- SHITFACED, adj. Drunk. Syn. BOMBED, BUCKED, CROCKED,  
 FLOATING, FLYING, GASSED, GOMMED, HAPPY, HIGH, LOADED,  
 PLASTERED, PLOWED, SMASHED, STIFF, STONED, WIPED OUT.

- SHIT ON, v.t.** To treat someone badly; to do something mean or unreasonable. "My best friend shitted on me last night because he didn't pick me up."
- SHOOT DOWN, v.t.** To reject; to refuse. "Mary Ellen shot him down for next Saturday night." Syn. **SHAFT**.
- SIF, n.** Syphilis.
- SIXTY-NINE, ("69") n.** Simultaneous cunnilingus and fellatio.
- SKUX, n.** 1. An unattractive girl. Syn. **DOG, SCAB, SCAG, SCANK, SCRAG**. 2. An indecent girl. Syn. **PIG, SCAG, SCRAG, SCUM, SLUT, WHORE**.
- SKUZEY, adj.** Unattractive; messy. Syn. **GROSS, GRUBBY, GUSTY, SCRUDDY, TORE UP**.
- SIAM, n.** A good time; a successful event. Syn. **BLAST**. Cf. **HAVE A BALL**.
- SLAY, v.t.** To amuse greatly; to affect significantly. Cf. **GRAB**.
- SLING THE BULL, v.phr.** To write or talk facetiously without substance; to boast. Syn. **THROW THE BULL**.
- SLUT, n.** 1. A prostitute. Syn. **PROD, TOOLIE, WHORE**. 2. An indecent woman. Syn. **PIG, SCAG, SCRAG, SCUM**.
- SMARTS, n. pl.** Intelligence. "He has a lot of smarts."
- SMASHED, adj.** Drunk. Syn. **BOMBED, BUCKED, CROCKED, FLOATING, FLYING, GASSED, GOMMED, HAPPY, HIGH, LOADED, PLASTERED, PLOWED, SHITFACED, STIFF, STONED, WIPED OUT**.
- SNATCH, n. pl.** Girls, especially pick-ups. Syn. **BUGGUM, CUNT**.
- SPAZ, adj.** spastic; uncoordinated.
- SPIC, n.** One who appears Mediterranean. Syn. **DINO, DO, GREASER, HAIRDO, HOOD**.
- SPIN OUT, v.i.** To put a car in gear, apply the brake, accelerate, then release the brake. Syn. **BURN OUT**. LAY A STRIP, LEAVE RUBBER, PEEL OUT.
- SPREAD, n.** Intercourse. Syn. **TRICK**.
- SQUARE, adj.** Out of fashion; unacceptable. Syn. **OUT OF IT, STINKS**.
- SQUIREL SHOT, n.** The spreading of a girl's legs for exposure. Syn. **HOME RUN**.
- STIFF, adj.** Drunk. Syn. **BOMBED, BUCKED, CROCKED, FLOATING, FLYING, GASSED, GOMMED, HAPPY, HIGH, LOADED, PLASTERED, PLOWED, SHITFACED, SMASHED, STONED, WIPED OUT**.
- STINKER, n.** A mean or nasty person. Syn. **BASTARD, BITCH, CRUMB, FINK, LOUSE, MAGGOT, PECKERHEAD, PRICK, RAT, RAT FINK, SUCK**.
- STOMP, v.t. & i.** To pound or fight; to beat up. Syn. **KICK ASS**.
- STONED, adj.** Drunk. Syn. **BOMBED, BUCKED, CROCKED, FLOATING, FLYING, GASSED, GOMMED, HAPPY, HIGH, LOADED, PLASTERED, PLOWED, SHITFACED, SMASHED, WIPED OUT**.
- STONES, n. pl.** Courage. Syn. **BALLS**.
- STOOLIE, n.** A tatter; an informer. Syn. **FINK**.
- STUMOTCH (stu' notch), n.** A stupid person; fool. Syn. **ASS-HOLE, DINGLEBERRY, DIP, DIP-SHIT, DONK, DRIP, GOON, GORP, IDIOT, JERK, LUNK, LUNKHEAD, MURD, NUT, SAP, SHMUCK, SWEDE, WOMBAT**.

- SUCK, n. A nasty or bothersome person; an odd, loathsome person. Syn. BASTARD, BITCH, CRUMB, FINK, LOUSE, MAGGOT, PECKERHEAD, PRICK, RAT, RAT FINK, STINKER.
- SUCKED UP, adj. Confused; disturbed in personality. Syn. FUCKED UP, SCREWED UP.
- SWIFT, adj. Excellent. Syn. ACE, BALSY, BOSS, COOL, COOL ASS, FANTABULOUS, FUNKY, GEAR, GREAT, HAIRY, KING, MINT, NEAT, RICH, SHARP, SHARPIFIED, SPIFFY, STUD, SWEET, SWINGIN', TOP SHELF, TOUGH, WHITE, WITH IT.
- SWINGER, n. One who tries to be in style, "in it," but is not. Cf. WINNER.
- SWINGIN', adj. Excellent; fashionable. Syn. ACE, BALSY, BOSS, COOL, COOL ASS, FANTABULOUS, FUNKY, GEAR, GREAT, HAIRY, KING, MINT, NEAT, RICH, SHARP, SHARPIFIED, SPIFFY, STUD, SWEET, SWIFT, TOP SHELF, TOUGH, WHITE, WITH IT.
- TAIL, n. A girl. See PIECE OF TAIL. T.W.
- TAKE THE SHAFT, v. phr. To be rejected; to be refused. S.S.  
Cf. SHAFT, SHOOT DOWN.
- THROW A BEAVER, v. phr. To expose the female genitalia. S.S.
- THROW A MOON, v. phr. To expose the buttocks. Cf. D.T., THROW (A) RED-EYE. Syn. MOON.
- THROW (A) RED-EYE, v. phr. To expose the anus. Cf. D.T., MOON, THROW A MOON.
- THROW THE BULL, v. phr. See SLING THE BULL.
- TICK OFF, v.t. To annoy; to bother; to anger. Syn. BUG, DRIVE UP A WALL, HAUNT, PISS OFF, RIDE.
- TORE UP, adj. Ugly; unattractive. Syn. GROSS, GUSTY, SCRUDDY, SKUEZY.
- TOTALED, adj. Wrecked; ruined. Cf. DUMP, WIPED OUT S.S.
- TOUGH, adj. 1. Excellent. Syn. ACE, BALSY, BOSS, COOL, COOL ASS, FANTABULOUS, FUNKY, GEAR, GREAT, HAIRY, KING, MINT, NEAT, RICH, SHARP, SHARPIFIED, SPIFFY, STUD, SWEET, SWIFT, SWINGIN', TOP SHELF, WHITE, WITH IT. 2. Unfortunate; too bad (often sarcastically). Cf. CLOSE; NICE.
- TRASH MOUTH, n. One given to speaking obscenity. Syn. GARBAGE MOUTH, ORAL FILTH, SEWER LIP, TRASH TRAP.
- TRASH TRAP, n. See TRASH MOUTH.
- TRICK, n. Intercourse. "She does the trick." Syn. SPREAD.
- UNIT, n. The body, considered sexually. Syn. BOD, PERSONALITY. T.W.
- UP A WALL, mod. phr. Upset; annoyed; irritated. Syn. PINNED TO THE WALL, UP THE CREEK.
- UP THE CREEK, mod. phr. In trouble; ruined. Syn. PINNED TO THE WALL, UP A WALL.
- WACK OFF, v.i. To masturbate. T.W.
- WAPP, n. See WOP.
- WATCH THE SUBMARINES, v. phr. To park on a date. T.W.
- WAY OUT, mod. phr. Inacceptably odd or unusual.
- WEIRDO, n. An odd person. Syn. CREEP, DINGLEBERRY, DIP, DIP-SHIT, FINK, GOON, GORP, WOMBAT, ZIB. S.S.
- WHA-CHA-MA-CALL-IT, n. Something for which no name can be recalled. T.W.

- WHEELS, n. A means of transportation. Syn. MACHINE, SET OF WHEELS.
- WHIP, n. See PUSSYWHIP.
- WHORE, n. 1. A prostitute. Syn. PROD, SLUT, TOOLIE.  
2. An unattractive or indecent girl. Syn. PIG, SCAG, SCRAG, SCUM, SKUZ, SLUT.
- WICKED, adv. Extremely; very; remarkably. "The story was wicked interesting." T.W
- WINNER, n. (From TV advertisement for Wonder Bread; a "Wonder Winner") Someone who tries to succeed but fails; a bungler, especially one who is out of style. S.S  
Cf. SWINGER, WOMBAT.
- WIPE OUT, v.i. To have an automobile accident and be hurt. Cf. DUMP, TOTALED. S.S
- WIPED OUT, adj. Drunk. Syn. BOMBED, BUCKED, CROCKED, FLOATING, FLYING, GASSED, GOMMED, HAPPY, HIGH, LOADED, PLASTERED, PLOWED, SHITFACED, SMASHED, STIFF, STONED.
- WITH IT, mod. phr. Alert; current; with the crowd; belonging. Syn. COOL, HEP, HIP, IN IT. S.S
- WOMBAT, n. A fool; a looser. Syn. ASS-HOLE, DINGLEBERRY, DIP, DIP-SHIT, DONK, DRIP, GOON, GORP, IDIOT, JERK, LUNK, LUNKHEAD, NURD, NUT, SAP, SHMUCK, SWEDE, STUNOTCH.
- WOODIE, n. A car with wood paneling.
- WOP, n. An Italian. *Real*
- ZIP, n. A zero grade; a failure. S.S

#### B. Relatively Infrequent and Possibly Private or Nonce Terms

- AROUND THE WORLD, mod. phr. & n. Extensive oral sex play.
- BAG, n. Mood; disposition. "I'm in a pizza bag."
- BALSY, adj. Excellent.
- BEAVERS, n.pl. Teeth. T.W
- BEIGE, adj. Just bearable. S.S
- BENIES, n.pl. Benefits. S.S
- BOKETTE, name. An affectionate appellation used in addressing a good friend. T.W
- BOOGIES, n.pl. Negroes. *Real*
- BOSS, adj. Excellent. "Football is a boss game." T.W
- BREAD, n. Money. S.S
- BROOM, n. A dull person. S.S
- BUCKED, adj. Drunk.
- BUGGUM, n.pl. Girls, collectively. S.S
- CAN, n. 1. The bathroom. 2. The buttocks. T.W
- CAR 54, n. A police car.

- CAT, n. A person who is in style, involved, "with it."
- CHAFE, v.t. & i. To hurt or smart. "I received a bad mark on my last test, and that really chafes." *S.S.*
- CHEAPY, n. A morally compromising girl; a girl who is easily approached sexually.
- CLOOCH, n. Someone who goes out of his way to look superior; a conceited person.
- CLAP ON MY HEAD, v. phr. To do something which hurts, offends, or goes against another. *S.S.*
- CLIMBING THE WALL, mod. phr. Frustrated. *S.S.*
- COOL AS A MOOSE, mod. phr. Wonderful; exciting. *S.S.*
- COOL HEAD, n. A drinker. *S.S.*
- COOLIE, n. One who is up-to-date. *S.S.*
- CUT DEEP, v.t. & i. To criticize; to degrade; to tear down; to embarrass. *S.S.*
- DIDDLELY, adj. Odd; out of fashion.
- DINGLEBERRY, n. A fool.
- DONK, n. A stupid person; a fool.
- DRIP, n. An odd person; a fool.
- DUB, n. A follower.
- FALL-OUT, n. Dandruff.
- FAN, v.t. To miss; to fail. "He fanned his chance."
- FANTABULOUS, adj. (fabulous + fantastic) Outstanding. *S.S.*
- FEATURE, v.t. To enjoy; to like. "I feature that type of movie." *S.S.*
- FERN, adj. Inferior. "Fern Street."
- FISH, n. A drinker. *S.S.*
- FLIE THE SCENE, v. phr. To leave, usually abruptly.
- FLIP THE BIRD, v. phr. To make a finger signal to tell a person to masturbate as a gesture of derision or rejection. *S.S.*
- FLOATING, adj. Drunk.
- FLYING, adj. Drunk.
- FOSSIL, n. An elderly person, especially one who is senile. *S.S.*
- FOUR-STAR, n. One who is amoral or sexually aggressive. *S.S.*
- FOX, n. A girl. *S.S.*
- FROG, n. A Frenchman. *Roll*
- FRUIT, n. 1. One who is prudish. 2. One who is not up-to-date. *S.S.*
- FRUMP, n. A male homosexual. *Roll*
- FUDGE FACTOR, n. A correction for errors in mathematics, physics, and chemistry. *S.S.*
- FUDGE FACTORY, n. An ingratiating person.
- FUNKY, adj. Excellent; unusual.
- GOMMED, adj. Drunk.
- GORP, n. An odd person. *S.S.*
- GORPY, adj. Odd; unacceptable.
- GREEN, n. Money. *S.S.*
- GREMLIN, n. A trouble-maker.
- GRINGE, n. Rubbish.
- GROSS OUT, v.t. To mock.
- GRUNGE, n. Rubbish.

HANGNAIL, n. A dull person.  
 HAUNT, v.t. To bother; to annoy; to irritate.  
 HAVE A CAT, v.phr. To get very excited or upset.  
 HEADS, n.pl. Negroes. *well*  
 HOOKED, adj. Addicted; captivated. *S*  
 "I", n. An intellectual.  
 IDIOT, n. A stupid person.  
 IN THE SOIL BANK, mod.phr. Dull; obtuse.  
 IT, n. Sex appeal; charm; sophistication.  
 JERK, n. A fool.  
 JIG, n. A Negro.  
 JOLLY (DOLLY) GREEN, n. (From TV song commercial for Green Giant brand canned vegetables) A happy person.  
 KNICK-FER-KINDER, n. Liquor.  
 LAZE AROUND, v.i. To relax; to do nothing in particular.  
 LOLLYPOP, n. A dupe; a "sucker."  
 LOUSE, n. A nasty or mean person.  
 LUNCHBUCKET, adj. Old-fashioned.  
 LUNK, n. See LUNKHEAD.  
 LUNKHEAD, n. An odd or stupid person.  
 MERBLES, n.pl. Wool clumps on sweaters.  
 MINK, adj. Odd; strange.  
 NELLY, adj. High-strung; conceited.  
 N.G., (abbr.) adj. No good.  
 NODDING, adj. Under the influence of narcotics.  
 ORAL FIITH, n. One given to speaking obscenity.  
 OUT TO LUNCH, mod.phr. Inattentive; mentally sluggish.  
 PACKY, n. Package store.  
 PAD, n. A house; a place to sleep.  
 PERSONALITY, n. The body, considered sexually.  
 PIMP, n. One who has acne (pimples).  
 PINNED TO THE WALL, mod. phr. In a hopeless predicament.  
 PLUKEFACE, n. One who has acne.  
 POTENTIZED, adj. Powerful; strong. "I feel potentized this morning."  
 PROD, n. A prostitute.  
 PUT THE KEY IN THE KEYHOLE, v.phr. To have intercourse.  
 PUTZ, n. 1. The penis. 2. A boy (derogatory).  
 QUIFF, n. A girl.  
 RANT, n. A loud noise.  
 SAP, n. A fool; a vapid person.  
 SCRAG, n. An unattractive or indecent girl.  
 SCRATCH, n. Money.  
 SCRUDDY, adj. Unattractive; messy.  
 SCRUFF, n. An unattractive or indecent girl.  
 SHARPIFIED, adj. Excellent; indescribably wonderful.  
 SHITGRUBBER, n. An ingratiating person.  
 SHMUCK, n. 1. The penis. 2. A fool.  
 SKIN, n. Money.  
 SKUNK CAR, n. A police car.  
 SPEAR CHUCKER, n. A Negro.

**SPIFFY, adj.** Excellent.  
**STINKS, adj.** Out of fashion. "He's stinks." S-S  
**STUD, adj.** Excellent. T.W.  
**SWEDE, n.** A dullard; one lacking in intelligence or skill. T.S.  
**SWEET, adj.** Excellent. S.S.  
**THREE-DOLLAR BILL, n.** A homosexual. S.S.  
**TOOLIE, n.** A prostitute. J.W.  
**TOP SHELF, adj.** Excellent (sometimes used sarcastically).  
**WAIL AROUND, v.i.** To drive about with no particular destination. T.W.  
**WHIP, v.i.** To move or travel rapidly. "I was whipping along in my car." T.W.  
**WHITE, adj.** Excellent; generous; kind. T.W.  
**WOFF ON, v.t.** To provoke; to pick on.  
**ZIB, n.** An odd person; an unpopular person.  
**ZIP, n.** A person who thinks he knows everything; a "wise guy." T.W.  
**ZIT, n.** A pimple. T.W.  
**ZIT HEAD, n.** One who has acne. T.W.

### C. Oaths, Interjections, and Exclamations

#### 1. Satisfaction

**BANG!**  
**BEAUTY!**

#### 2. Amusement

**CHUCKLES!**  
**FUNNY MUCH!**  
**LAUGHS!**  
**MANY LAUGHS!**  
**TOO FUNNY!**  
**TOO MUCH!**

#### 3. Concern

**TAKE IT EASILY!**

#### 4. Amazement and/or Doubt

**ARE YOU FOR REAL?!**  
**ARE YOU OUT OF YOUR BOX?!**  
**BULLA KNOWS!**  
**DUH?!**  
**GASP!**  
**GEDOINK!**  
**GOD KNOWS!**  
**NO LIE?!**

SON OF A GUN!  
YA YOU?!  
YOU RANG!  
ZAP!

5. Annoyance and/or Anger

BARF!  
BULLSHIT!  
CRIPES IN A BUCKET!  
CHRIST!  
CRUD!  
DAMN!  
FANG IT ALL!  
FLOOEY!  
GOD DAMN IT!  
HELL!  
RATS!  
SCRUD!  
SHIT!  
SNARF!  
SUS! ( = Jesus)

D. Rude Dismissals

BLOW!  
CLAM UP!  
CRAM IT!  
CUT THE CRAP!  
DISSOLVE!  
EAT IT!  
EAT SHIT!  
FLAKE OFF!  
FORGET YOU!  
FORGET YOURSELF!  
FUCK YOU!  
GET BENT!  
GO TO HELL!  
HANG LOOSE!  
LEAVE QUICK!  
SCREW!  
SHOVE IT!  
STICK IT!  
SUCK YOU!  
SWING ON IT!  
TAKE A BREAK!

## NOTES

1. Stuart Robertson, The Development of Modern English, rev. by F. G. Cassidy (Englewood Cliffs, 1954), pp. 259-260.
2. See H. L. Mencken, The American Language, 4th abridged edition (New York, 1963), pp. 703-704.
3. William F. Thrall and Addison Hibbard, A Handbook to Literature, rev. by C. Hugh Holman (New York, 1960), p. 462.
4. Lester V. Berrey and Melvin Van den Bark, The American Thesaurus of Slang (New York, 1942), p. ix.
5. Stuart Berg Flexner, Preface, Dictionary of American Slang (New York, 1960), p. vi.
6. Henry Kratz, "What Is College Slang?," AS, XXXIX (October, 1964), pp. 188-189.
7. Lawrence Poston, III, "Some Problems in the Study of Campus Slang," AS, XXXIX (May, 1964), p. 115.
8. Don Mansell and Joseph S. Hall, "'Hot Rod' Terms," AS, XXIX (May, 1954), pp. 94, 96, 97, 99, 100, 101, 102, 103.
9. See Flexner's summary of interests reflected in slang, Preface, Dictionary of American Slang, pp. vi-xv.
10. One student questioned where as slang; it is included, however, since most students regard it as slang and use it as such.
11. Poston, pp. 115-116.
12. Ibid., p. 116.
13. Ibid., pp. 116-117.
14. Ibid., p. 117.
15. Mansell and Hall, pp. 97, 103.
16. See Mencken, pp. 702-703.

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