

## Abstract

Two experiments examined the relations between elderly's levels of education (elderly who had never received any formal education, those who had received primary, secondary, college or beyond college education) and their verbal learning and memory on a randomly presented and a categorically organized word list. Significant effects of education were found on the measures of recall, retention, discrimination, recognition errors and semantic clustering in both experiments while there were education differences on the rate of learning in experiment 1 (random presentation) only. Semantic organization as a memory aid showed significant facilitation effect on elderly's free recall only, and the amount of benefit is related to participants' level of education, favouring the higher educated elderly. Results suggested possible deficits in learning, retrieval, semantic encoding capabilities and, or existing cognitive structure as related to different levels of education.