

As for the implications, it is sometimes asserted, although not by the authors, that this study has shown that daylight, *per se*, is a powerful influence for the good in education. Even if the results of Heschong et al. (2002b) are taken at face value, they demonstrate the error of this view. Although most of their analyses show an improvement in test scores with more daylight, there is one analysis for skylights that shows a reduced improvement in test scores with greater daylight. This deterioration is explained by saying that the skylight design allowed patches of sunlight to strike the walls and students desks, with consequent potential for visual and thermal discomfort. This emphasizes that it is not daylight *per se* that enhances education, but the way that it is delivered.