Teacher ratings of children were found to differentiate normal and hyperactive children. Norms for the Midwest and New Zealand were lower than for New York and the factor structure of the scale similar to that found by its developer. [The SCI® and the SSCI® indicate that this paper has been cited in more than 185 publications.]

In 1965, I moved to the University of Illinois at Urbana and began another continuing relationship with Robert L. Sprague. In 1970, I returned to New Zealand where child psychiatry research was virtually nonexistent. To overcome this isolation, I not only visited the US regularly and maintained a voluminous correspondence, but began collaborative research with Sprague.

In 1973, the National Institute of Mental Health's Biometrics Unit³ published a set of recommended measures for pediatric psychopharmacology, one of which was Conners Teacher Questionnaire. Sprague and I felt that we should establish local norms and determine if the factor structure, which Conners had found, was valid in other samples and other areas. The impact of our paper and its continuing popularity⁴ was due mainly to fortunate timing. It came just as interest in hyperactivity and stimulants began to mushroom to its present dominance in child psychiatry research. But much of its impact is due to the sterling quality of the instrument we chose to study. Conners Teacher Questionnaire has rightly gained a key role in both diagnosis and measurement of drug and other treatment effects. This success is due primarily to its brevity, clarity, simplicity, and salience. These factors have made it very teacher-friendly and a first-rate instrument for research on hyperactivity. It is reliable, valid, and one of the most sensitive measures of treatment.

The lessons here are that with care and flair, you can get something right the first time, as Conners did; and second, that you can do good research in professional isolation if you remain friends and in contact with your former colleagues and use every opportunity for collaboration. Also, choose the right moment to do a study and you will get the credit for what is a lucky break.

