As a jumping off point to learning about new approaches to how we teach calculus, we begin by considering where we have come from and what might call us to change. How did calculus shift from cutting edge research to a common element of high school and college curricula? What topics have we “always” studied? How has our approach to the teaching and learning of calculus evolved over time? What modern-day realities call us to re-examine and re-envision how we teach calculus at this moment in time? How do current calculus reform efforts build upon past work? Drawing on the tables of contents and examples of calculus textbooks across the centuries, this talk explores what has been preserved and what has evolved in our teaching of calculus. We also highlight the persistent calls to action in the curriculum guides of mathematical societies and the problematic outcomes that generate such a sense of urgency. (Received September 17, 2019)