PreAlgebra, Elementary Algebra and Intermediate Algebra are traditionally described as remedial math courses at college level. These courses provide a cross section of the state of math. More specifically, it focuses on math curriculum, how math faculty approaches toward them, how the administration views them, and how regents and public are aware of them. These courses do not count toward college graduation. The paper examines this issue from four perspectives; historical, management, administrative and computer assisted. Only a well-coordinated efforts by all constituents can bring out a remedy of this national problem. (Received September 18, 2000)