

The theses „Bauhaus school and reformal pedagogics in the context of social development in the end of 19th century and the beginning of the 20th century“ looks for the answer for the question if it is possible to consider Bauhaus pedagogics as a part o f a reform pedagogic movement. In the first two chapters are explained political, social and mental reality of the german empire in the time of Wilhelm the II. and the pedagogics of the 19th century. The third chapter deals with reform schooling and the atmosphere of the cultural pesimism of the “fin de siecle“. The analysis itself of the Bauhaus pedagogics and its comparison with reform pedagogics on the examples of M.Montessori, R. Steiner and G. Kerchensteiner are found in the chapter four. The conclusion compares both phenomena and answers the introductory questions.