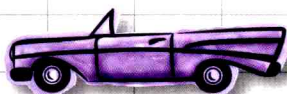


深入浅出WordPress (影印版)

Head First WordPress

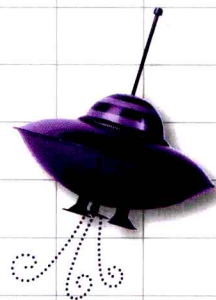
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for a fast, high-
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Flex your knowledge
of theme files to
customize your blog



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深入浅出WordPress (影印版)

Head First WordPress

Wouldn't it be dreamy if
there was a book to help me
learn how to build WordPress
sites that was more fun than
going to the dentist? It's
probably nothing but a
fantasy...



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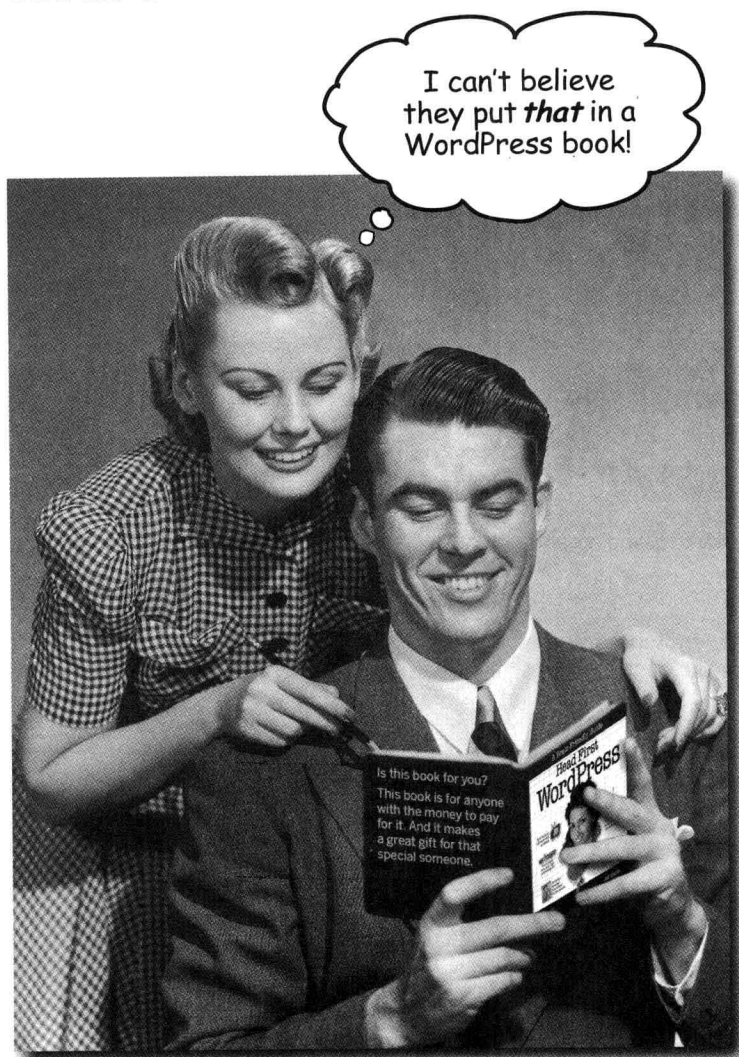
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how to use this book

Intro



In this section, we answer the burning question:
"So why DID they put that in a WordPress book?"

Who is this book for?

If you can answer “yes” to all of these:

- ① Are you familiar with blogs in general, or currently use WordPress to publish and manage blogs and websites?
- ② Are you familiar with the concepts of web hosting, file transfer (FTP) and have a basic understanding of HTML and CSS? Do you want to learn how to build not just a blog, but a full-fledged WordPress site?
- ③ Do you prefer **stimulating dinner party conversation** to **dry, dull, academic lectures**?

It definitely helps if you've already got some solid web development chops too, but it's certainly not required.

this book is for you.

Who should probably back away from this book?

If you can answer “yes” to any of these:

- ① Are you **completely new** to blogging and how websites work?
- ② Are you looking for a **reference book** on WordPress tools, plug-ins, and the like?
- ③ Are you **afraid to try something different**? Would you rather have a root canal than mix stripes with plaid? Do you believe that a technical book can't be serious if there's a foodie blog in it?

Check out Head First HTML with CSS and XHTML for an excellent introduction to web development, and then come back and join us in WordPressville.

this book is not for you.

[Note from marketing: this book is for anyone with a credit card. Or cash. Cash is nice, too – Ed]



We know what you're thinking.

"How can *this* be a serious WordPress book?"

"What's with all the graphics?"

"Can I actually *learn* it this way?"

And we know what your *brain* is thinking.

Your brain craves novelty. It's always searching, scanning, *waiting* for something unusual. It was built that way, and it helps you stay alive.

So what does your brain do with all the routine, ordinary, normal things you encounter? Everything it *can* to stop them from interfering with the brain's *real* job—recording things that *matter*. It doesn't bother saving the boring things; they never make it past the "this is obviously not important" filter.

How does your brain *know* what's important? Suppose you're out for a day hike and a tiger jumps in front of you, what happens inside your head and body?

Neurons fire. Emotions crank up. *Chemicals surge.*

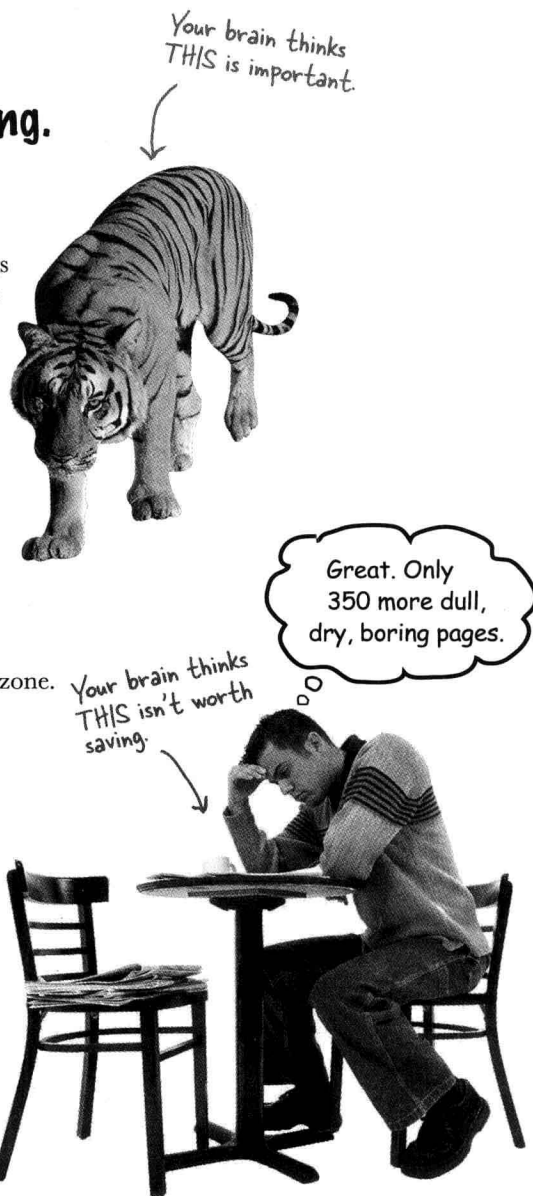
And that's how your brain knows...

This must be important! Don't forget it!

But imagine you're at home, or in a library. It's a safe, warm, tiger-free zone. You're studying. Getting ready for an exam. Or trying to learn some tough technical topic your boss thinks will take a week, ten days at the most.

Just one problem. Your brain's trying to do you a big favor. It's trying to make sure that this *obviously* non-important content doesn't clutter up scarce resources. Resources that are better spent storing the really *big* things. Like tigers. Like the danger of fire. Like how you should never again snowboard in shorts.

And there's no simple way to tell your brain, "Hey brain, thank you very much, but no matter how dull this book is, and how little I'm registering on the emotional Richter scale right now, I really *do* want you to keep this stuff around."



We think of a “Head First” reader as a learner.

So what does it take to *learn* something? First, you have to *get* it, then make sure you don't *forget* it. It's not about pushing facts into your head. Based on the latest research in cognitive science, neurobiology, and educational psychology, *learning* takes a lot more than text on a page. We know what turns your brain on.

Some of the Head First learning principles:



Make it visual. Images are far more memorable than words alone, and make learning much more effective (up to 89% improvement in recall and transfer studies). It also makes things more understandable. **Put the words within or near the graphics** they relate to, rather than on the bottom or on another page, and learners will be up to *twice* as likely to solve problems related to the content.

Use a conversational and personalized style. In recent studies, students performed up to 40% better on post-learning tests if the content spoke directly to the reader, using a first-person, conversational style rather than taking a formal tone. Tell stories instead of lecturing. Use casual language. Don't take yourself too seriously. Which would *you* pay more attention to: a stimulating dinner party companion, or a lecture?

Get the learner to think more deeply. In other words, unless you actively flex your neurons, nothing much happens in your head. A reader has to be motivated, engaged, curious, and inspired to solve problems, draw conclusions, and generate new knowledge. And for that, you need challenges, exercises, and thought-provoking questions, and activities that involve both sides of the brain and multiple senses.



Get—and keep—the reader's attention. We've all had the "I really want to learn this but I can't stay awake past page one" experience.

Your brain pays attention to things that are out of the ordinary, interesting, strange, eye-catching, unexpected. Learning a new, tough, technical topic doesn't have to be boring. Your brain will learn much more quickly if it's not.

Touch their emotions. We now know that your ability to remember something is largely dependent on its emotional content. You remember what you care about. You remember when you *feel* something. No, we're not talking heart-wrenching stories about a boy and his dog. We're talking emotions like surprise, curiosity, fun, "what the...?", and the feeling of "I Rule!" that comes when you solve a puzzle, learn something everybody else thinks is hard, or realize you know something that "I'm more technical than thou" Bob from engineering *doesn't*.



Metacognition: thinking about thinking

If you really want to learn, and you want to learn more quickly and more deeply, pay attention to how you pay attention. Think about how you think. Learn how you learn.

Most of us did not take courses on metacognition or learning theory when we were growing up. We were *expected* to learn, but rarely *taught* to learn.

But we assume that if you're holding this book, you really want to learn about WordPress. And you probably don't want to spend a lot of time. And since you're going to build more apps in the future, you need to *remember* what you read. And for that, you've got to *understand* it. To get the most from this book, or *any* book or learning experience, take responsibility for your brain. Your brain on *this* content.

The trick is to get your brain to see the new material you're learning as Really Important. Crucial to your well-being. As important as a tiger. Otherwise, you're in for a constant battle, with your brain doing its best to keep the new content from sticking.

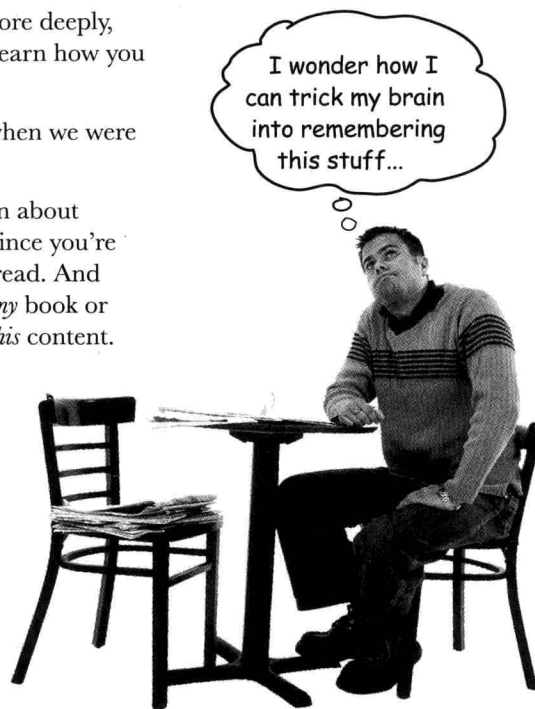
So just how **DO** you get your brain to think that WordPress is a hungry tiger?

There's the slow, tedious way, or the faster, more effective way. The slow way is about sheer repetition. You obviously know that you *are* able to learn and remember even the duller of topics if you keep pounding the same thing into your brain. With enough repetition, your brain says, "This doesn't *feel* important to him, but he keeps looking at the same thing *over and over and over*, so I suppose it must be."

The faster way is to do **anything that increases brain activity**, especially different *types* of brain activity. The things on the previous page are a big part of the solution, and they're all things that have been proven to help your brain work in your favor. For example, studies show that putting words *within* the pictures they describe (as opposed to somewhere else in the page, like a caption or in the body text) causes your brain to try to make sense of how the words and picture relate, and this causes more neurons to fire. More neurons firing = more chances for your brain to *get* that this is something worth paying attention to, and possibly recording.

A conversational style helps because people tend to pay more attention when they perceive that they're in a conversation, since they're expected to follow along and hold up their end. The amazing thing is, your brain doesn't necessarily *care* that the "conversation" is between you and a book! On the other hand, if the writing style is formal and dry, your brain perceives it the same way you experience being lectured to while sitting in a roomful of passive attendees. No need to stay awake.

But pictures and conversational style are just the beginning.



Here's what WE did:

We used **pictures**, because your brain is tuned for visuals, not text. As far as your brain's concerned, a picture really *is* worth a thousand words. And when text and pictures work together, we embedded the text *in* the pictures because your brain works more effectively when the text is *within* the thing the text refers to, as opposed to in a caption or buried in the text somewhere.

We used **redundancy**, saying the same thing in *different* ways and with different media types, and *multiple senses*, to increase the chance that the content gets coded into more than one area of your brain.

We used concepts and pictures in **unexpected** ways because your brain is tuned for novelty, and we used pictures and ideas with at least *some* **emotional content**, because your brain is tuned to pay attention to the biochemistry of emotions. That which causes you to *feel* something is more likely to be remembered, even if that feeling is nothing more than a little **humor, surprise, or interest**.

We used a personalized, **conversational style**, because your brain is tuned to pay more attention when it believes you're in a conversation than if it thinks you're passively listening to a presentation. Your brain does this even when you're *reading*.

We included loads of **activities**, because your brain is tuned to learn and remember more when you *do* things than when you *read* about things. And we made the exercises challenging-yet-do-able, because that's what most people prefer.

We used **multiple learning styles**, because *you* might prefer step-by-step procedures, while someone else wants to understand the big picture first, and someone else just wants to see an example. But regardless of your own learning preference, *everyone* benefits from seeing the same content represented in multiple ways.

We include content for **both sides of your brain**, because the more of your brain you engage, the more likely you are to learn and remember, and the longer you can stay focused. Since working one side of the brain often means giving the other side a chance to rest, you can be more productive at learning for a longer period of time.

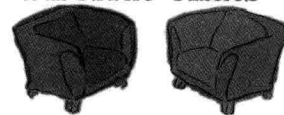
And we included **stories** and exercises that present **more than one point of view**, because your brain is tuned to learn more deeply when it's forced to make evaluations and judgments.

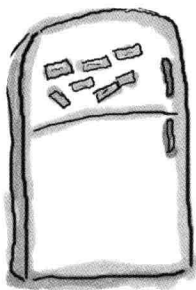
We included **challenges**, with exercises, and by asking **questions** that don't always have a straight answer, because your brain is tuned to learn and remember when it has to *work* at something. Think about it—you can't get your *body* in shape just by *watching* people at the gym. But we did our best to make sure that when you're working hard, it's on the *right* things. That **you're not spending one extra dendrite** processing a hard-to-understand example, or parsing difficult, jargon-laden, or overly terse text.

We used **people**. In stories, examples, pictures, etc., because, well, because *you're* a person. And your brain pays more attention to *people* than it does to *things*.



Fireside Chats





Here's what YOU can do to bend your brain into submission

So, we did our part. The rest is up to you. These tips are a starting point; listen to your brain and figure out what works for you and what doesn't. Try new things.

cut this out and stick it on your refrigerator.

1 Slow down. The more you understand, the less you have to memorize.

Don't just *read*. Stop and think. When the book asks you a question, don't just skip to the answer. Imagine that someone really *is* asking the question. The more deeply you force your brain to think, the better chance you have of learning and remembering.

2 Do the exercises. Write your own notes.

We put them in, but if we did them for you, that would be like having someone else do your workouts for you. And don't just *look* at the exercises. **Use a pencil.** There's plenty of evidence that physical activity *while* learning can increase the learning.

3 Read the "There are No Dumb Questions"

That means all of them. They're not optional sidebars—*they're part of the core content!* Don't skip them.

4 Make this the last thing you read before bed. Or at least the last challenging thing.

Part of the learning (especially the transfer to long-term memory) happens *after* you put the book down. Your brain needs time on its own, to do more processing. If you put in something new during that processing time, some of what you just learned will be lost.

5 Drink water. Lots of it.

Your brain works best in a nice bath of fluid. Dehydration (which can happen before you ever feel thirsty) decreases cognitive function.

6 Talk about it. Out loud.

Speaking activates a different part of the brain. If you're trying to understand something, or increase your chance of remembering it later, say it out loud. Better still, try to explain it out loud to someone else. You'll learn more quickly, and you might uncover ideas you hadn't known were there when you were reading about it.

7 Listen to your brain.

Pay attention to whether your brain is getting overloaded. If you find yourself starting to skim the surface or forget what you just read, it's time for a break. Once you go past a certain point, you won't learn faster by trying to shove more in, and you might even hurt the process.

8 Feel something!

Your brain needs to know that this *matters*. Get involved with the stories. Make up your own captions for the photos. Groaning over a bad joke is *still* better than feeling nothing at all.

9 Create something!

Apply this to your daily work; use what you are learning to improve your own blog. Just do something to get some experience beyond the exercises and activities in this book. All you need is something to add to your blog, such that you're applying the tools and techniques from the book to your site (or maybe a friend's site!).

Read me

This is a learning experience, not a reference book. We deliberately stripped out everything that might get in the way of learning whatever it is we're working on at that point in the book. And the first time through, you need to begin at the beginning, because the book makes assumptions about what you've already seen and learned.

We start off by installing WordPress and creating a real post in your first chapter.

Believe it or not, even if you've never blogged or developed a website before, you can jump right in and starting blogging. You'll also learn your way around the main interface used for WordPress.

We don't cover all the ins and outs of getting hosting for your blog in the book.

In this book, you can get on with the business of learning how to create a full WordPress site (not just a blog) without all the complexity of hosting your blog on a hosting company's web server. But, we know that getting hosting (and making sure it is exactly what you need and set up properly) can be daunting, so we've put together a quick screencast with way more detail and information that you can find at www.headfirstlabs.com/WordPress.

The activities are NOT optional.

The exercises and activities are not add-ons; they're part of the core content of the book. Some of them are to help with memory, some are for understanding, and some will help you apply what you've learned. ***Don't skip the exercises.***

The redundancy is intentional and important.

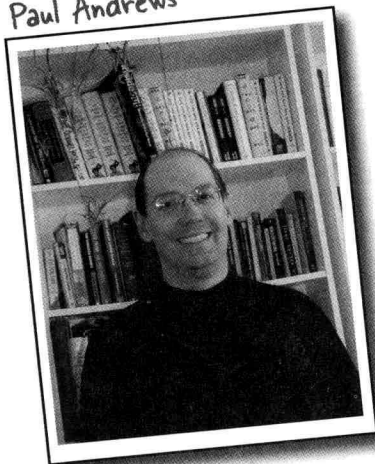
One distinct difference in a Head First book is that we want you to *really* get it. And we want you to finish the book remembering what you've learned. Most reference books don't have retention and recall as a goal, but this book is about *learning*, so you'll see some of the same concepts come up more than once.

The Brain Power exercises don't have answers.

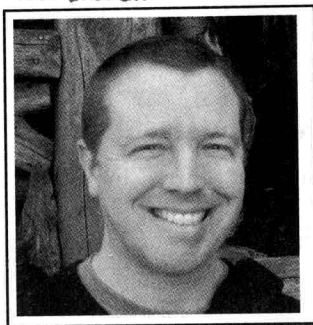
For some of them, there is no right answer, and for others, part of the learning experience of the Brain Power activities is for you to decide if and when your answers are right. In some of the Brain Power exercises, you will find hints to point you in the right direction.

The technical review team

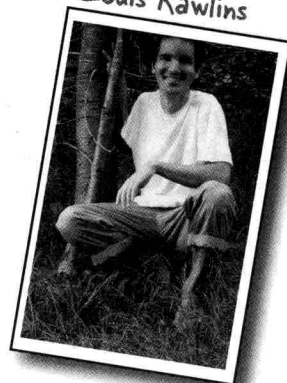
Paul Andrews



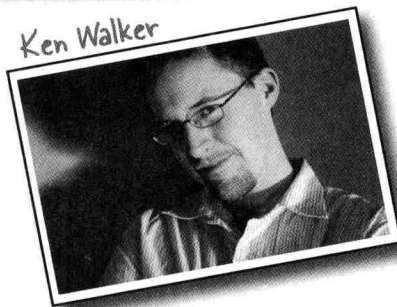
Jim Doran



Louis Rawlins



Ken Walker



Technical Reviewers:

For this book we had an amazing, elite group of tech reviewers. They did a fantastic job, and we're really grateful for their incredible contribution.

Co-author of *Gates: How Microsoft's Mogul Reinvented an Industry—and Made Himself the Richest Man in America*, career journalist **Paul Andrews** has been blogging for a decade and was an early adopter of WordPress. An avid cyclist, he writes a leading bike blog, BikeIntelligencer.com, dividing his time between Seattle and the San Francisco Bay Area with his wife Cecile and loyal but obstinate bichon frise, Maggie.

Louis Rawlins works with media as an educator, artist, and engineer. The forests and city streets of his neighborhood inform his perception of media and advertising which he shares through dialogue and community. He lives and works in Oakland, California..

As a web designer, teacher and speaker, **Jim Doran** loves open source technologies and web standards. He's currently a software engineer at Johns Hopkins University and a faculty member at the Community College of Baltimore County. When not hacking WordPress, Jim rides skateboards and makes art which he publishes at <http://jimdoran.net>.

Ken Walker has been passionate about building easy-to-use technology since he first learned how to type. He holds a bachelors degree in computer science from Rutgers University and works at a financial services firm in New York City. In the brief moments he's not working or raising his beautiful family—and probably should be sleeping—Ken shares the stories of the people who are making an impact in his hometown at www.dailynewarker.com.

Acknowledgments

My editor:

Courtney Nash has been a patient and brilliant editor. She has taken this book through lots of ups and downs and has been instrumental in helping me put together a title that looks at WordPress in a different, uniquely Head First way. Her input and guidance have been invaluable.



Courtney Nash



The O'Reilly team:

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My friends and family:

Jelly Chicago has been the backbone of my time in Chicago and this book is better off because of the people that I've met and worked with there. I'd also like to thank my **Loudpixel** colleagues, **Allie Osmar**, **Ryan Abbott**, and **Lesley Jones**, for keeping the business running smoothly while I was on deadline.

My wife (as of November 2010), **Allie**, has been amazingly supportive throughout this entire process. To my mom, **Jill**, and my dad, **Jeff**, for their endless support of my work and their willingness to listen to me ramble on about technology and all things geek. You guys mean the world to me!

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Table of Contents (the real thing)

Intro

Your brain on WordPress. Here you are trying to *learn* something, while here your *brain* is doing you a favor by making sure the learning doesn't *stick*. Your brain's thinking, "Better leave room for more important things, like which wild animals to avoid and whether naked snowboarding is a bad idea." So how *do* you trick your brain into thinking that your life depends on knowing enough to create your own WordPress site?

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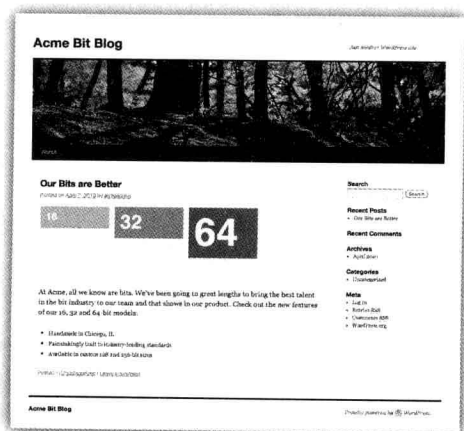
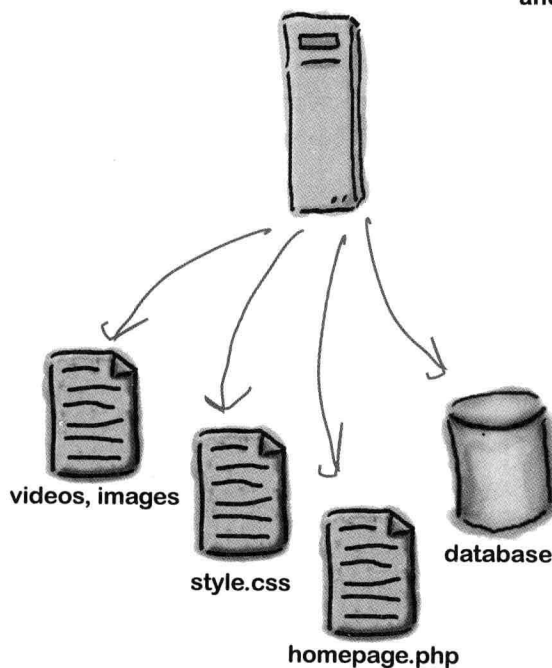
getting started

WordPress from scratch

1

You've got something to say.

Whether it's just you and your desire to let everyone know about your growing collection of hand-crocheted *Star Wars* figures, or a big company with hundreds of products, **blogging** let's anyone publish online without having to be a genius about **HTML**, **CSS**, or any other *programming*. In this chapter, you'll learn how to get **hosting** for your blog, **install** WordPress, and **create** and **publish** your *first* blog post.



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